

CURRICULUM JOURNAL

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News Paragraphs

FLORIDA CURRICULUM PLANS. Two important phases of the instructional part of the Florida program for the improvement of schools have been the cooperating school movement and the selection and preparation of instructional materials. During the past three years there have been forty-eight faculties, or 651 teachers, participating in workshops at either the University of Miami, University of Florida, or Florida State College for Women. There has been prepared and circulated a total of thirteen curriculum bulletins since the Florida program was begun in 1937. There is much evidence that workshops and production and use of the curriculum bulletins have improved instruction in Florida classrooms.

The first workshop during the regular school term was conducted at Florida Southern College from January 5 through February 13, 1942. The forty teachers participating were from "strawberry" schools. Florida Southern College is providing opportunity through the workshop for these faculties to plan cooperatively their instructional programs before school opens in the spring.

At the present time plans are being made to conduct workshops at the University of Miami, the University of Florida, and Florida State College for Women. Arrangements will be made whereby total faculty groups, departments, small school groups, or individuals with specific problems to solve

may register for these workshops. The consensus is that the workshop as it has developed in Florida is a superior technique in curriculum development. It is hoped that the present national crisis will not prevent the continuance of the workshop program in the state.



RECENT COURSES ADDED. The Statesville, North Carolina, City Schools have recently added two new departments: vocational home economics and diversified occupations and industrial training. In the spring intensive work will be given in health and physical education as an aid to national defense. Physical examinations will be made on upper-grade children and a corrective and remedial program will provide for the correction of defects. A high school course in Spanish has also been added.



REPORT OF EIGHT-YEAR STUDY. From the office of Wilford H. Aikin, Chairman of the Commission on the Relation of School and College of the Progressive Education Association, comes the announcement of the forthcoming publication of a five-volume report. Volume 1, entitled *The Story of the Eight-Year Study*, written by Wilford M. Aikin, will include the conclusions and recommendations. This volume is scheduled to appear on February 2. The second volume, entitled *Exploring the Curriculum*, written by H. H. Giles, S. P. McCutchen, and A. N. Zechiel, will appear in the spring

of 1942. Volume 3, entitled *Appraising and Recording Student Progress*, by Eugene R. Smith, Ralph W. Tyler, and the Evaluation Staff, is scheduled to appear in the spring of 1942. Volume 4, entitled *Did They Succeed in College?* by Dean Chamberlin, Enid Straw Chamberlin, Neal E. Drought, and William E. Scott, is scheduled to appear in the fall of 1942. The last and final volume, *Thirty Schools Tell Their Story*, will appear in the fall of 1942. The CURRICULUM JOURNAL will carry an extended critical abstract of Volumes 2 and 3 in forthcoming numbers.



NUTRITION EDUCATION LOAN LIBRARY. The Information Exchange on Education and National Defense of the United States Office of Education has recently prepared the following new loan packets: Eat the Right Foods; Better Nutrition; The School Lunch Program; Nutrition Education and the School Program. The packets include the latest nutrition documents from national, state, and local organizations; pictorial pamphlets; suggested teaching units; and guidance to sources of information. For a catalog of available loan packets, write to the Information Exchange, United States Office of Education, Washington, D. C.



CURRICULUM INSTITUTE. The sixth curriculum institute was held on February 5-7, 1942, at the Center for Continuation Study on the campus of the University of Minnesota. The program was built around an analysis and discussion of how to use community resources for the enrichment of the school curriculum. The topics discussed were: What is the socio-philosophical

basis for the use of community resources in curriculum development? What basis is there in the psychology of learning for the use of community resources in curriculum development? How are community resources utilized in curriculum development? Members of the faculty of the University of Minnesota who participated in the conference were: Nelson L. Bossing, Theodore Brameld, Walter W. Cook, Leo J. Brueckner, and Charles W. Boardman. Descriptions from school experiences were given by several speakers from the public schools of the state. The Institute included a visit to elementary and secondary schools in St. Paul. The conference was summarized by Clifford P. Archer.



JUNIOR COLLEGE WORKSHOPS. With army officials warning educators to speed up training and to offer more short terminal courses to help the all-out war effort of the nation, the Commission on Junior College Terminal Education has decided to provide from coast to coast this summer three workshops for junior college instructors interested in setting up terminal courses and in studying other problems of terminal education. These workshops will be located on the east coast at Harvard University, in the midwest at the University of Chicago, and on the west coast at the University of California. At least, 100 scholarships will be provided for qualified junior college faculty members interested in study at the workshops.

The workshops at the University of California were started as an experiment last summer as part of the study on terminal education being carried on by the American Association of

Junior Colleges through a grant from the General Education Board of New York. With 129 representatives of ninety-seven junior colleges from thirty states taking advantage of this opportunity last summer and with definite progress made by them toward solving problems in terminal education, the committee has been encouraged not only to continue the workshops in California, but also to establish the additional ones at Harvard and at the University of Chicago. The increased interest in terminal education in connection with the war effort this year adds even greater significance and responsibility to next summer's workshops.



SECONDARY PROGRAM BEING REVISED IN ELWOOD, INDIANA. The secondary school of Elwood, Indiana, is revising its curriculum. The newly-formulated program offers opportunity for grouping of students having the following special interests: preprofessional, technical, general, home economics, commercial, industrial, and fine arts.



TRAINING SCHOOL CURRICULUM. The faculty of the Training School of the State Teachers College in Minot, North Dakota, has undertaken a curriculum program. A general curriculum committee consisting of faculty members was appointed by the Director of Teacher Training in 1940. Later a committee headed by a training school faculty member and having on it at least one college faculty member was organized for each subject division. The committees worked on tentative courses of study confining themselves almost entirely to recording and allocating subject matter covered in each

subject field throughout the six grades and in courses in the junior and senior high school. The first draft has been completed and assembled for Grades 1-6 and conferences are under way to determine what problem shall be undertaken next. Since the school budget does not make provisions for consultants or additional help, the work so far has been done entirely by faculty members under the direction of Dr. E. M. Tanruther, Director of Teacher Training, and the general committee.



MUSKEGON HEIGHTS STUDIES CURRICULUM. During the last three years the elementary teachers of the Muskegon Heights, Michigan, public schools have worked in study groups for the purpose of improving the curriculum. The junior and senior high school vocational teachers have developed a course of study, and the art, penmanship, music, and physical education supervisors have also prepared a new course of study.



THE STORY OF THE INDIAN. Far from being members of "a vanishing race," American Indians are increasing in number faster than any other minority group in the United States. This is one of the surprising facts about the Indians learned from the January number of *Building America*, "Our Minority Groups: 1. The American Indian." The material is presented in a popular, interesting, and impartial way. It shows how the government and the Indians are working together toward the great cultural and economic contributions which the latter can make to our national life.

The editors of *Building America* have announced that the present unit

replaces a study of minority youth groups originally scheduled for publication at this time. It was found that adequate treatment of minority group problems could not be given in one issue; hence, a series was decided upon, of which this is the first. They have also announced that, with increasing need during this national emergency for more materials on civics, they are postponing "Our Small Towns," and substituting for it a discussion of the problems of "Citizenship in Our Democracy."



CURRENT HISTORY FOR JUNIORS AND SENIORS. An innovation in the curriculum for 1941-1942 in South St. Paul High School is an offering for juniors and seniors in Current History. This course provides for an intensive and sustained study of the news of the world as it unfolds from day to day and carries to a logical conclusion a program which so frequently is attempted in an incidental manner in connection with other subject offerings. The general objective of the course is to provide high school pupils with an opportunity and an incentive to share and keep abreast with the news of the world in order that immediately and for the future they may become better informed and more intelligent citizens. The daily newspaper is read from day to day. The *American Observer* and the *Newsweek* are also used regularly. Any number of magazines and periodicals are used for reference purposes. Radio programs and movies involving current history are part of the tools of instruction. The teacher in charge has been chosen because of his interest and ability in the field.

INTRODUCING HOUSING INTO THE CURRICULUM. A new bulletin of the Bureau of School Service of the University of Kentucky reports a project in the development of instruction in housing. A small group of teachers participated in a work conference during the summer of 1940, during which they made plans for instruction in housing. The University provided staff services to the seven schools which participated in the enterprise. Members of the conference held an all-day meeting at the University early in the following school year which was attended by thirty representatives from the seven schools in which the members of the work conference taught. Visits to the schools by staff members of the Bureau of School Service were made during the school year, 1940-41. The bulletin which was prepared by Maurice F. Seay, Director, and Leonard E. Meece, Assistant Director, includes reports of the work done by teachers who participated in the project.



MEETING ON CHILDHOOD EDUCATION. The Golden Jubilee Convention of the Association for Childhood Education will be held at Buffalo, New York, April 6-10, 1942. Business and general sessions, study classes, studio groups, round-table discussions, consultation hours, teas, and many other events will be included in the program. "Unity in Purpose and Effort in All Service to All Children" is the theme of the convention. Subjects for study classes have been chosen with special care. Of the fourteen classes, eight will be devoted to finding ways of "Providing Better Opportunities for Child Development" by using observation records of children; test records;

recent research; interrelated contributions of teacher, principal, supervisor, and superintendent; interrelated contributions of community, parent, and school; children's universal interests—radio, movies, comics; individual differences in school and community; and religion. The remaining six classes will deal with "Providing Better Opportunities for the Child to Build Resources Within Himself" through helping him to use the arts of speaking, writing, and reading, and to enjoy science materials and experiences, the dramatic arts, and the fine and industrial arts. The studio groups will offer an opportunity for teachers to work creatively as children do, in singing, making and playing musical instruments, handicrafts, painting, writing, choral speaking, and dancing. The association membership of 37,000 includes teachers, administrators, training teachers, students, parents, librarians, social workers, and others interested in children. Through 492 local branches and thirty-one state associations the organization works to improve the quality of teaching and educational opportunities for children.



BROADEN OFFERINGS IN BUSINESS EDUCATION. The major change in the curriculum of the Scott Senior High School, Coatesville, Pennsylvania, during the past school year has been in the field of business education. Realizing that only a small percentage of pupils who graduate from the commercial course get positions as stenographers, the school administration has provided outlets other than secretarial for commercial students. Four different types of commercial curricula have been set

up: secretarial, general clerical, retailing, and accounting. The basic courses in typing, commercial arithmetic, commercial geography, English, and social studies are the same for each group, but the students in each curriculum have special courses fitting them for their particular kind of work. The retail selling work in the senior year is on a cooperative basis, with the students spending half of their time on the job getting actual experience in retailing. A special effort is made to place only pupils who are able to profit by shorthand into the secretarial course. A tryout course in the tenth grade has been set up to determine for what kind of commercial work each student is best fitted.



BRIEF ITEMS. Henry J. Otto has accepted a graduate professorship in elementary education at the University of Texas. The position was created as a part of a program of expansion of the graduate school. Mr. Otto's major responsibility is the development of a program of work for advanced degrees in elementary education. * * * Donald C. Doane, who was formerly curriculum assistant at Teachers College, Columbia University, is now instructor in education and director of the Curriculum Laboratory at San Francisco State College, San Francisco, California. * * * Helen Heffernan, Chief of the Division of Elementary Education of the California State Department of Education, has been appointed western field representative of the Division of Inter-American Educational Relations. She is now on leave from the State Department of Education.

Curriculum Development in Local School Systems

AMES, IOWA. The curriculum work in the Ames, Iowa, public schools is under the leadership of the superintendent of schools who works closely with the chairmen of the curriculum committees.

In the fall of 1940 teacher curriculum committees were organized in the elementary and secondary schools. The kindergarten teachers work as one group. The elementary teachers are divided into five groups—namely, elementary science and health, language arts, social studies, arithmetic, and fine arts. The committees in the secondary school are grouped into the areas known as language arts, mathematics, science, social science, fine arts, health and physical education, and the special fields of homemaking arts, industrial arts, and commercial education. The chairmen of these committees assume responsibility for carrying on the work in their area of instruction. They are assisted by the superintendent of schools, by their respective principals, and by curriculum consultants who are brought in from the outside.

As the curriculum revision work evolves it is the plan to secure from each area as named a general statement of philosophy, general objectives, the program pattern, as well as a program breakdown for each area which includes the philosophy, the objectives, and the units for each course. After this is done units will be outlined in detail according to a teaching plan

agreed upon by the various curriculum workers.

Some of the major aims sought for through the revision plan are: (1) to keep the material taught in the schools abreast of the changes in our social pattern; (2) to correlate the materials of instruction in the various fields and from one area to another; (3) to co-ordinate the work done in the various departments of the school; and (4) to encourage the professional growth of teachers in service. Leonard A. Steger, Superintendent.



BROCKTON, MASSACHUSETTS. During the last year the Brockton school system has produced courses of study in the fields of health, English, and social studies.

In order to improve the health education program a study of health services and health activities in the schools was begun in 1939. The consultative services of Dr. Clair E. Turner, health education specialist of Massachusetts Institute of Technology, were secured. As a result of a two-year study, the Brockton Course of Study in Health Education has been produced and submitted this fall for use in the schools. Attention is given to healthful surroundings, to well-balanced programs of work and relaxation, and to wholesome teacher-pupil relationships.

In the elementary grades emphasis is placed on the development of good health habits through solving interesting problems. In the junior high

school emphasis is placed on community health and safety, personal health and safety, physiology, and first aid. At the senior high school level, instruction is related in a practical way to the present and afterschool life of the pupil. Adequate development of safety instruction is part of the program throughout the twelve years.

For the last two years a group of junior high school English teachers have met for the purpose of revising the English curriculum. Since the committee felt that what the pupil did not soon use he soon forgot, they decided that a new list of essentials should contain materials which actually were helpful in his everyday living. Then the subject matter to be covered was divided into units or centers of social interest which include studies of conversation, storytelling, word pictures, explanations, instructions and directions, letter writing, use of the dictionary and reference material, magazines, newspapers, movies, and the radio.

This fall our junior high schools introduced a new course of study to help the pupils understand and appreciate problems that man has met and solved in the world. This new social studies course includes the consideration of such topics as man's environment, growth of manufacturing, how America gained independence, how America established her national government, how American frontiers expanded, how America became a world power, how American industries became "Big Business," the community, important elements for good living in communities, how communities are financed, local government, state government, national government, the consumer and his economic problems, modern industry and our economic

welfare, agriculture and our economic welfare, and the conservation of natural resources. Marion E. Wiles, Acting Educational Consultant.



GRAYS HARBOR COUNTY, WASHINGTON. Curriculum making for the rural school of a county nearly as large as the state of Delaware is complicated by problems involving both time and distance, but in spite of these handicaps considerable progress was made in our cooperative program.

The concepts basic to curriculum planning in Grays Harbor County were: (1) a scope and sequence design must be constructed which would provide a framework for curriculum building; (2) in doing this the teachers must be the craftsmen, and the available teacher personnel must be utilized; (3) the work must be carried on democratically and with the widest possible teacher participation.

Preliminary steps were meticulously planned and organized. Study of the varying school situations and other phases of the problem occupied a year. Discussions and meetings with teachers and administrators served to sensitize them to the need for curriculum development. Basic philosophy was talked over, and the stage set for curriculum work. The desired result of this was a request from the school administrators that the county superintendent assume the leadership in a program of curriculum study. These leaders then named the teachers to be placed on three curriculum committees: *primary, intermediate, and junior high school*.

These committees then began intensive study, and a concept of the nature of the results desired gradually evolved.

The projected curriculum pattern assumed these characteristics, or a certain unity of design. Curriculum planning must be long-range planning, and curriculum development a continuous process. No teacher must feel that something was being imposed upon her. The curriculum must be flexible and adaptable. It must provide for real enterprises involving opportunities for self-direction and creative activity, and it must afford meaningful experiences in all the major social functions. It must be related to community life. The child must be considered as functioning as an organic whole. Upon this basis, a scope and sequence design was developed and an integrative theme stated. Thus, the all-important framework was evolved.

The committees next turned to preparation of resource units. These were built around broad areas of experience and were based upon children's interests, needs, and abilities. They were drawn from the activities of the immediate environment which offer children rich opportunity to question, observe, construct, express, participate, and play.

As materials were completed by committees, they were edited and sent to the teachers colleges of the state, where they were given critical evaluation. Revisions were then made, materials mimeographed and placed in the hands of the teachers.

While this work was in progress, an attempt was made to carry the whole group of county teachers with the program. This was done by means of a weekly bulletin, by personal contacts and meetings. Orientation cannot be overstressed, for people work well only when they accept a plan understandingly and wholeheartedly.

Certain problems must be met if a curriculum program functions in rural schools. Teachers must travel many miles in order to attend committee meetings; the teacher turnover in rural schools is great and orientation must be constantly provided for; lack of funds for expert advice must be faced. Curriculum work must begin where the teachers are, educationally speaking, and proceed from there. Lastly, constant provision must be made for growth and revision in order to adhere to the original pattern of long-range planning and continuous development. Blanche Pennick, County Superintendent of Schools.



GRAND ISLAND, NEBRASKA. Over a period of ten years the general teachers' meetings, conducted by the superintendent of schools, Dr. C. Ray Gates, were devoted to topics planned to give background to a curriculum development program. Such topics included philosophy, psychology, democratic trends. A committee of teachers from all levels worked together in formulating a statement of the philosophy of education to which Grand Island teachers were willing to subscribe. A similar committee set up general concepts of guidance throughout the system.

The next steps included the interpretation of these various concepts into programs for the three levels of the school system. Such materials were worked out by committees and show, even by their form, the flexibility of plan, procedure, and result.

In the senior high school a bulletin called "Planning Your Education" is addressed to the students. It outlines, in general terms, the opportunities for guided growth available in the various

departments, with emphasis upon a plan to meet the individual needs of students enrolled. The program is based upon two fundamental ideas: first, that everything offered shall be functional in the lives of high school students, and second, that a sufficiently wide variety of such functional opportunities shall be available to care for all the youth of the community.

A similar bulletin, "Living in the Junior High Schools of Grand Island," followed. The transition period is discussed as representing "fields of experience." The material is an attempt to focus attention of pupils, parents, and teachers upon the development of a wide variety of interests and the elements of choice and evaluation.

In the elementary school the production of materials became the responsibility of a steering committee chosen by elementary teachers. Under the guidance of this committee a course of study was developed by large numbers of committees working in many areas. Every elementary teacher participated. "A Course of Study for the Elementary Grades" was published in mimeographed form in June, 1940. Expressing the point of view that "the elementary school should be so organized that the child may realize, through his environment, the growth that is justly his, and that society may realize, from the individual, the contribution which it has a right to expect," this bulletin is an attempt to offer suggested practice to teachers in selecting an area of experience, in teacher-pupil planning, in building worth-while concepts, and in evaluating outcomes.

Even as the above materials were gathered, the need for improvement was apparent, and at the present time the curriculum development program involves system-wide evaluation, con-

sideration of needed changes in practice, and readiness to modify trends whenever and wherever such modification is indicated by further growth. Dorothy L. Harding, Supervisor of Elementary Instruction.



HELENA, MONTANA. In the Helena schools we have concerned ourselves mainly with a general overhauling of curriculum material in an effort to serve more directly the purposes of American life created by the emergency of the last two years. We are concerned both with an understanding and an appreciation of America and with teaching a view of America's place in the world setting. Near the beginning of this present school term, a detailed bulletin was prepared for all teachers and administrators, suggesting activities and materials on each grade level and for each department. The various social subjects have especially been affected. Also, our work in literature, art, and music has to some extent been redirected. We have tried to bring into our curriculum all along the line the principles of actual service, of actual participation by all students and teachers in activities relating to defense and war preparation.

In the subject matter field, we are engaged this year in a revision of the entire English program from the first through the twelfth grade. We are trying to make ours a program of actual English activities—of writing, speaking, listening, reading for information and for pleasure. We are trying to put grammar and other technical work in its place, that of serving the larger purpose of communication. We are widening our literature program to cover the entire field of wholesome reading, far beyond the tech-

nical study of classical literature. In this cooperative project we are making liberal use of the monographs of the National Council of Teachers of English—such monographs as: "Experiences in English," "Conducting Experiences in English," and "Pupils Are People."

During the second semester of the school year the spotlight is to be thrown upon our mathematics program in grades one through eight. Standardized tests during recent years indicate that this work is being well done in the Helena schools, but we all realize that such tests are not infallible nor comprehensive. For one thing, we are wondering if arithmetic is not being overdone, if too much time and energy are not being given to it. We are also wondering if our present program is giving the proper attention to meaning and thought and to the carry-over of these into life activities.

In the Helena High School an extensive evaluation program is under way. The Progressive Education Association battery of tests, growing out of the Eight-Year Study, are being used experimentally in several departments in an effort to get at the fundamental outcomes of instruction. The California Personality Test is being given to all freshmen and sophomores as a partial basis for guidance work. During the first week in May, the Cooperative General Proficiency Tests will be given to seniors to indicate over-all strengths and weaknesses in our school curriculum. The Cooperative Subject-Matter Tests are being carefully given in all high school subjects required for graduation—in biology, three years of English, and American history.

During the second semester, health is being more directly taught in the

high school. Heretofore, we have depended upon incidental treatment in biology, home economics, and physical education. We are now introducing some definite units from the "Functional Health Teaching Syllabus" prepared under the supervision of the North Central Association of Colleges and Secondary Schools. Eight such units are to be used in the biology, home economics, and physical education courses. Payne Templeton, Superintendent.



KINSTON, NORTH CAROLINA. Some years ago the secondary school program was strictly a college preparatory curriculum. We have gradually modified these courses. One college preparatory course is offered and students and parents are responsible for selecting the college and the college course for which the student is to be prepared. We have introduced a business course covering the usual clerical fields and, in addition, the field of salesmanship. The third course is designated as a general course. This course is not designed to prepare for college, but offers a wide range of options to students, allowing them to do those things which they can do successfully in the fields of instruction offered in the school. For some years we have operated a placement bureau for those students who do not go to college. This has proved successful and practically all of our graduates are quickly placed. We do not have a highly organized system of guidance, but one instructor plus the high school principal and superintendent engage in the work of counseling. This is supplemented by such guidance as is given by classroom teachers. In the elementary schools

the program is elastic and undertakes to vitalize instruction in the fundamentals as far as possible. W. A. Graham, Superintendent.



MILLVILLE, NEW JERSEY. Millville High School has pioneered, along with one other school district in New Jersey, in organizing a Cooperative Course in the Distributive Occupations. This course was offered for the first time in September of 1941 and presently includes twenty-six students who are employed each day in the various mercantile establishments. The course is more or less experimental and no prediction can be made for its success, but it seems to be a worthy contribution to our expanded vocational program. A continuing investigation is now being made to study the best means of changing the high school commercial curriculum to meet increasingly higher employment standards.

A study in the social science field throughout the elementary schools is being continued. The ultimate revision will result in new standards, new materials, and new objectives throughout the elementary schools. Every elementary school teacher and principal works on at least one committee in this study. A study has been inaugurated this year to set up minimum levels of achievement in grades pre-primary to third, inclusive. G. Edward McComsey, Superintendent of Schools.



NEWARK, NEW JERSEY. The Newark Curriculum Improvement Program was initiated in the fall of 1940, and gratifying progress was realized during the first year. The program is

being developed gradually and cooperatively by the teaching staff in accordance with a plan of organization, suggested in Bulletin Number I and later modified to incorporate the changes recommended by the teachers.

The organization provided for a Curriculum Council which is a policy-making body. It formulates plans which, in turn, are referred to the teaching staff for criticisms and suggestions before being put into effect. In the belief that a knowledge of existing needs is basic to curriculum improvement, the Council recommended that the elementary schools undertake, as their first city-wide study project, the determination of Newark's curriculum needs. Bulletin Number II, entitled *A Plan for the Study of Curriculum Needs*, was issued in January, 1941, and suggested five ways of conducting the study. From these each school made its selection and worked out its program in the way it deemed most profitable to its staff.

At the close of the school year fifty-nine individual reports were submitted by the schools. When grouped by topics, they were distributed as follows: A Study of Children's Nature, Needs, and Interests, 25; A Study of Community Needs, 12; An Evaluation of the Newark Unified Curriculum based on the Mort-Cornell *Guide for Self-Appraisal of School Systems*, 9; A Study of Newark's Curriculum Needs using the criteria developed for the *Pittsburgh Survey*, 9; An Evaluation of the *Newark Bases of Unification* in terms of the *Purposes of Education in American Democracy* published by the Educational Policies Commission, 4.

During the summer of 1941 a committee, working in the Curriculum Laboratory at Teachers College, Co-

lumbia University, under the direction of Dr. Hollis L. Caswell and with the assistance of Boyd Graves, carefully analyzed the reports and prepared parts of the manuscript for the recent publication, *Your Schools and Curriculum*.

This bulletin consists of five chapters. The first presents a summary of the needs, issues, and problems expressed in the reports received from the schools. The second chapter gives the committee's point of view, stated in the form of specific beliefs and proposals; the third submits statements pertaining to the aims of education. In the fourth chapter growth characteristics of elementary school children are described; the fifth deals with some considerations basic to organization of the curriculum. Stanley H. Rolfe, Superintendent of Schools.



RUTHERFORD, NEW JERSEY. In September, 1939, the public schools of Rutherford, New Jersey, with the cooperation of Dr. H. B. Bruner and a group of subject specialists from Teachers College, launched a cooperative program for curriculum improvement. Doctor Bruner delivered a series of four lectures to teachers, parents, and townspeople, in which he reviewed current social, economic, and political problems and indicated how these problems made a more dynamic curriculum necessary.

After these meetings Rutherford teachers organized into committees which were, in the main, along subject-matter lines. These committees, with the help of specialists from Teachers College, examined our offerings at the various levels and attempted to evaluate pupil outcomes. This approach aimed to secure interest which

would result in 100 per cent participation, and in arriving at a common philosophy growing out of a constructive criticism of current practices. It also aimed to increase teacher knowledge of problems in all areas and at all levels and to encourage professional interest, reading, and training.

After two and one-half years we feel that many of the aims of the original program are being achieved. The committees which started out on a purely subject-matter basis have gradually changed to include such committees as the following: democracy, morale, child study, individual guidance, library, and evaluation. Our teacher chairmen report that their groups are more and more able to proceed under their own power, and we are calling on our Teachers College friends less frequently for the supplemental help and advice which they have so willingly given.

Specific accomplishments during this period have included the publication of two brochures describing the program in the kindergarten and primary grades, and the projected publication of a third, fourth, and fifth brochure which will explain the way in which the school assists in developing the child through the intermediate, junior high, and senior high school years. One committee is publishing a series of annotations of current professional literature. Another is attempting to evaluate and guide the over-all program. A third, with the assistance of parents, developed a new report card and disbanded. A special remedial reading class in the high school, a new system of ordering library books, a new pupil folder for permanent pupil records, a corrective program in connection with physical education, and a science course for elementary grades

have been among the outcomes of our work.

To date we have written relatively little, but we have increased immeasurably in understanding and in capacity to study our problems and to consider them in the light of what is best for the whole school system, Grades 1 through 12.

Although far from a completed project, we know that if interest and a continuing willingness to come face to face with obvious problems is to be the gauge, our program has been outstandingly successful. Gilmore J. Fisher, Director of Instruction.



WASHINGTON, D. C. The program of curriculum revision which is going forward in the public schools of the nation's capital is designed to create a better understanding in the minds of teachers concerning the relationship of the purposes of education to the regular daily work of the classroom teacher. The teachers are organized into two working committees. An Articulation Committee of thirty-six members was appointed in 1938. This group accomplished the difficult task of fusing the different statements of philosophy into one statement of philosophy which was accepted by the whole school system. A Steering Committee, consisting of twenty-one officers and teachers, has served as an executive committee to evaluate and approve proposals for curriculum revision.

In December, 1939, the superintendent appointed five curriculum committees of thirty-five members each. The Committee on the Establishment of a Unified Curriculum from the Kindergarten through the Twelfth Grade has defined four areas of expe-

rience to be used as a guide to pupil growth in the revised curriculum and has made specific suggestions for establishing the unified curriculum. The Committee on Classroom Techniques, Subject Matter Content, and the Use of Textbooks and Instructional Material Dependent upon Differentiated Groupings of Pupils According to Ability, Achievement, and Social Maturity has defined the basic principles underlying the selection and use of desirable classroom techniques, subject matter, and instructional materials. The Committee on the Accumulation and Use of an Informational Background for Each Child presented the need for a uniform system of cumulative record cards. The Committee on Provision for Guidance According to Its Broadest Meaning discussed the problems of guidance. The Committee on the Establishment of Standards for the Promotion and Retention of Pupils reported on promotion and retention, orientation, and report cards. The Glossary Committee is undertaking the task of defining the various terms that have been used by the several committees which are working upon curriculum revision.

In furtherance of the program, the public schools of the District of Columbia have begun the publication of a four-page bulletin entitled *Curriculum Progress*. The first number includes a pictorial representation of how major curriculum problems are handled. The program is being directed by Carrol R. Reed, First Assistant Superintendent.



WEBSTER GROVES, MISSOURI. The general program can best be described by stating the type organization func-

tioning and the job that each group is doing.

A representative leadership group composed of the superintendent, director of research, the principals, and an equal number of teachers are engaged in regular discussions and are raising problems concerning the areas in which contributions need to be made. These same people plus additional personnel from various school units make up two councils: a secondary school council and an elementary school council. The program laid out by the secondary school council has concerned itself with checking the practices of various departments against some eighteen new syllabi of the state department and in evaluating current practices in an attempt to decide wherein the state program strengthens the local situation. The elementary school council is attacking two general problems. The first of these consists of cataloging the community resource of personnel and materials that may be utilized to contribute to the education of children. The second of the problems has to do with the matter of pupil-teacher-parent relationship in relation to reports to parents, parent conferences, and cumulative records.

The third aspect of the program has to do with the development of local norm tests in arithmetic and spelling and a continuation of the development of language arts. In the language arts program units of social interest usually furnish the vehicle through which reading, literature appreciation, oral and written composition, and spelling have a rather natural opportunity to function. Charles E. Garner, Assistant to Superintendent.

WEST SPRINGFIELD, MASSACHUSETTS. During the current year the teachers of the West Springfield, Massachusetts, public schools are engaged in a program of curriculum revision. Teachers have met with their principals for the purpose of making their suggestions known. Committees in the senior high school and in the junior high school have been appointed and have formulated a schedule of work which will culminate in the preparation of a new program of studies to be submitted to the school committee for approval. As a basis for study, the superintendent has suggested the following outline: What are the legal requirements and provisions for subjects in the secondary school? What are the trends in junior and senior high school subjects? What should be done to emphasize health and physical fitness? What is the social studies program? What is the vocational program to be in the coming years? How far has the guidance program progressed? What procedure should be followed in curriculum revision? Franklin P. Hawkes, Superintendent of Schools.



WINCHESTER, MASSACHUSETTS. In the elementary school steady growth has been made in democratic cooperation of staff members toward the definition and accomplishment of common purposes. The changing curriculum is studied by children, teachers, supervisors, superintendents, and professional advisers cooperatively. We have built a curriculum in arithmetic, reading, a report card to parents, and are now engaged in culminating a five-year study of social studies.

In the junior high school much has been done to insure a greater degree

of flexibility and to correlate the work of the various departments. Teachers' meetings have been utilized for the various departments to become familiar with the content and procedures of one another. This has resulted in an improvement in teaching in all departments of the school. It has encouraged the children to express themselves in music, graphic arts, and various forms of industrial arts as well as by verbal means.

At first our units were based on single textbook material, but with added reference material and the correlation with other special fields, the basic text has lost its importance. As an aid to the teacher, as well as to the pupils, in orienting himself to a new unit is the overview, which represents the viewpoint concerning the functions, materials, and direction of the unit. After the children see the unit as a whole, the teacher and pupils decide on what to do, what materials are needed, and where to obtain them. Activities basic to the solution of the problems are considered and much attention is paid to what may be designated as research activities. Presentation of completed work by groups affords a summarization for the whole class. A final step in the development of all the units is the period of appraisal and evaluation.

A year ago we introduced a free reading program in our school. This program has made it possible for the teacher to determine present reading interests and to use them to stimulate new and related ones.

In the high school the following improvements have been made: adjusting science courses to meet the two-year physical science examination; enriching present social studies curriculum by bringing in more about the

culture, history, and geography of South American nations; teaching units in social studies so worked out as to emphasize better understanding of privileges and responsibilities of democratic society; emphasis on the proof of all theorems in solid geometry has been reduced and transferred to the solution of problems chosen to develop the imagination of the pupil; in recognition of general belief that many cases of retarded mental growth resulted from reading difficulties, a program was developed to assist in discovering and remedying individual reading problems. A course in Everyday Chemistry has been added to the usual offering. First-aid courses are to be given to seniors for the first time this year. A course in Better Home Living has been offered to seniors and is given by five or six different teachers, including a registered nurse. Points covered are: home nursing or taking care of the sick person at home, home science, how to make the home attractive, money management and social security information, food values and preparation, how to entertain at home, etc. James J. Quinn, Superintendent of Schools.



VALLEJO, CALIFORNIA. The avalanche of defense work at the Mare Island Navy Yard, Vallejo, California, has suddenly changed this rapidly-growing school system into an overgrown one. The curriculum improvement program begun two years ago in the elementary schools has been modified by such immediate problems as: housing double the normal school population; securing additional teachers; arranging adequate supplies and equipment; and making many other necessary adjustments. More partic-

ularly, the two factors affecting curriculum development are: the rapidly-changing personnel of classes, with children coming from all parts of the state and nation at all times; and the many new teachers whose participation is essential to further progress.

In September, 1939, in response to the expressed need of teachers, major emphasis was centered in the fields of primary reading and the social studies-science program of all the grades. Believing courses of study to be the result even more than the cause of improved practice, we have worked on that basis. All teachers have participated and contributed to this cooperative venture in ways best suited to their interests and abilities. An essential consideration in planning has been to promote steady, sure growth in the direction commonly accepted as good rather than in sudden revolutionary changes. Thus we have worked constantly in checking experimentation against what is held to be our best thinking at a given time. This interaction of practice and planning in the dynamics of a real situation has been very beneficial to further sound progress.

In primary reading a longer developmental approach has been the result of our study and experience. All indications at the close of the past term point to equally good results in accomplishment with more widespread inter-

est and pleasure in reading than formerly. A significant outgrowth has been the recent universal demand by our teachers that we proceed to change our reports to parents so as to have them more consistent with our thinking and practice in individualizing instruction in reading.

As a preliminary step in the social studies-science program we were able to secure an extension course by Helen Heffernan, Chief of Elementary Education in California, on "Social Studies in the Elementary School." This served to clarify our thinking and build the foundation for subsequent work. To date we have constructed the framework for our social studies-science program. Teachers have had experience in selecting and preparing units of work for given groups of children and have learned the importance of teacher preparation as the key to success in this way of working. Simultaneously the elementary principals, some of whom also teach, have worked to develop more functional means of supervision through guiding teachers in these newer techniques of instruction.

We intend, in this emergency, to hold to our gains in the improvement of instruction and to reinforce our positions in so far as is possible as we meet new conditions daily. Roxie E. Alexander, Director of Elementary Education.



THE WAR AND THE EDUCATIONAL PROGRAM¹

By B. O. SMITH
University of Illinois

THE OUTBREAK OF the war changed overnight the context in which the school operates. The teacher faced a quite different world on December 8 than he faced when school closed on the Friday before. The educational changes called for by this new orientation were not immediately apparent and many of them are still blurred and ill defined. But one thing is certain, we can no longer have "school as usual" any more than "business as usual." Modern war is collective and inclusive. It embraces every aspect of man's activities and the school cannot and will not be exempt. "Life as usual" has gone. It is, therefore, the task of the educational profession to formulate the part that the school can best play in this titanic struggle between two world cultures—democracy and totalitarianism. It is not only to the immediate struggle that the profession must orient itself and the school. It must also look to the peace that will follow.

Democratic Morale. Let us turn first to the immediate problem of gearing the instructional program to the needs and demands of the war. One of the most pressing problems in this regard is that of helping to create and maintain a democratic morale, a morale that is strong, persistent, and determined, and yet rational and humane. Such a morale can come only from a clear understanding of what democracy means in theory and practice and from a determination to see that it is preserved in the world and adhered to

at home. There is always the problem of public morale in peace as well as in war, though it is usually forgotten in peace until it drops to a low ebb as it did in the early thirties. When it is at ebb tide, or when a great crisis arises, men rededicate themselves to the ideals of their culture and to the task of realizing those ideals more fully. In time of war morale must embrace the goal of complete defeat of the enemy as well as the realization of cultural ideals, but it is always those ideals and the hope of realizing them that enables men to bear the burdens of war. Youth must be clear as to the broad, social purposes of the war. In helping boys and girls to understand these purposes, to grasp the significance of the struggle so far-flung in space, the ideals and methods of democracy might well be presented in contrast to the ideals and methods of the nations we fight. For in a fundamental sense the aims of the war are ethical aims in that the war is really a struggle between opposing and conflicting cultures. Moreover, an exemplification of democratic ideals in the operation of the school itself is no less necessary in the building of morale.

War Activities of Youth. The morale of youth is also dependent upon participation in activities directly connected with the prosecution of the war. Young people will not be satisfied with mere verbal participation. They will want to engage in significant defense and war activities that reach out beyond the school. Inactivity always affects morale adversely. From the experience of the British we learn that morale is hardest to maintain in pe-

¹For the substance of this article I am indebted to the Conference on War Problems and Responsibilities of Illinois Schools and Teachers Colleges, held December 17, 1941, University of Illinois.

riods of lull. When bombs are falling and everyone is on the alert, morale is high. For those of us remote from the fighting front activities must be provided that give us a sense of importance in the whole scheme of the war. We need, therefore, to find significant things for boys and girls to do in the war effort. Some of the things that readily come to mind are Red Cross work, defense stamp sales, collection of scrap metals, paper, and other materials. But there are other and perhaps more significant things we are likely to overlook unless the problem is given special attention. For example, in some communities free nursery schools are being established for children whose mothers are working in industry or other essential enterprises. There is often no money to staff these schools. High school girls, especially those interested in home economics, could render a valuable service by participating in the operation of these schools and at the same time gain valuable educative experiences for themselves. High school boys and girls might operate playgrounds for children whose mothers are employed and thus help to prevent the increase of juvenile delinquency that naturally comes with the social dislocations wrought by war. In communities whose recreation staffs have been depleted by the demands of war, or where such staffs have never been provided, boys and girls might give instruction in sports for adults in need of recreation. As the war progresses and more and more physicians and nurses are called into the service of the armed forces, the time will arise when some communities will need youth in health services, especially those visited by epidemics. Training in first aid and in matters of health may, therefore, take

on fresh meaning for youth in such communities. These few examples are suggestive of what might be done to enable boys and girls to take part in significant activities. Teachers of any community will be able to extend these suggestions if the problem is seriously considered.

Children of Foreign Backgrounds. An educational problem greatly accentuated by the war is how the school should deal with questions of racial and cultural relations. We are allies of the Chinese and are fighting the Japanese. Disparaging remarks are already being made (over the radio and through the newspaper) about the yellow race, forgetting that the Chinese also belong to that race. War naturally generates hatred of the enemy. But we must help boys and girls to avoid race hatred. For unless we can do this, the aftermath may be more tragic than the war itself.

During the last war children of German background were often mistreated by other children. In the present war this is apt to happen again and to happen also to children of Italian and Japanese backgrounds. Despite the fact that the school has been emphasizing the development of proper attitudes toward the different racial and cultural constituents of our society during the past two decades, there is need for increased emphasis in this direction during the war. We are a nation embracing people of all races and cultural backgrounds. It is important that this fact be developed in a thousand different ways so that boys and girls may come to sense its real meaning. They should see that our way of life admits no minorities in the European sense and likewise no racial persecution nor suppression of people with foreign backgrounds mere-

ly because of their race and backgrounds, and that in this land we are Americans all. In the present crisis, therefore, it is essential that we place greater and greater emphasis upon the study of the cultural and racial composition of the American people and the importance of this great racial and cultural amalgamation for the peace and stability of the world. The artistic, intellectual, and moral contributions of the different racial and cultural groups to American culture should receive increasing emphasis.

Consumer Education. A war economy raises problems that must be faced by everyone regardless of age, occupation, or social status. Wise spending and investing of one's income take on new meanings under war conditions. Choices have to be made not only in terms of one's own needs and desires, but also in terms of the needs of the nation. In many cases one's wants will have to be subordinated to national needs, and it will be part of the responsibilities of the work in consumer education to acquaint youth with those needs. As the war continues, more and more substitute products will appear on the market, many commodities will not be available at all, and others will be purchasable only in limited quantities. These facts will require serious changes in the program of consumer education. The study of substitute products should be emphasized and the relation of these products to the conservation of materials essential to the successful conduct of the war should be clearly developed. *Consumer Prices*, issued by the Office for Emergency Management, is one effort to supply information on this vital question, and it should prove helpful in reorienting programs of consumer education.

Vocational and Technical Training. Vocational training is perhaps one of the first things that comes to mind when one thinks of the services of the school in wartimes. Surely it is one educational service that must not be neglected. In many schools, however, facilities for such training are not available and cannot be made available from the resources of individual communities. Such schools, however, can offer greatly needed technical training by the simple device of reorienting mathematics and science courses. Courses in physical sciences and mathematics could be treated so as to lay much greater stress upon aeromechanics, aeronautics, auto mechanics, navigation, gunnery, and other aspects of modern warfare. This is a war that requires technical knowledge of the soldier as no other war has done. Since no one knows how long it will last, it would appear to be the better part of wisdom to help boys at the senior high school level acquire the technical training that will best fit them for military service. It would be wrong to assume that such technical training is an educational shunt. As a matter of fact, the postwar world will doubtless require a knowledge of aeromechanics and aeronautics as part of the general intellectual equipment of its citizens. But regardless of whether this observation proves correct or not, the principles of science can be learned in the study of the machines and methods of war as easily as in the study of the devices now used to exemplify them. In courses in home economics and biology work in nursing, first aid, and other health activities could also be emphasized as the needs of the community and the auxiliary services of the armed forces demand.

Adult Education. By means of open forums, evening classes, and other programs the schools now have a great opportunity to reveal their capacity to serve the adult community. Never before have adults felt more keenly the need to understand what is going on in the world and never before have they found such understanding so difficult to attain. What is the best way to finance the war—bonds, taxes, paper money? What attitude should one take toward profits and wages? What sort of postwar world should we seek? How can we avert another postwar depression? These are samples of the kinds of questions which adults want to discuss and to hear discussed, and the school will miss a great opportunity to serve the community and the cause of the nation if it fails to extend its services to adults in these crucial years.

Education and Peace. No one will deny that the first and most important task before us is to prosecute the war and to bring it to a successful conclusion as early as possible. But we cannot afford to overlook preparation for the peace that will follow. We shall have struggled in vain if we win the war and lose the peace, including democracy at home, through failure to plan for the postwar social and economic problems with which we shall unquestionably be faced. We must plan now to deal with the great problem of unemployment that will most certainly result from the return to peacetime production. Already many different agencies — industry, government, labor, and others—are working out plans for dealing with this problem. Youth and adults should

know about those efforts. They should study them to evaluate the plans proposed. They need to grasp the values at stake in the various proposals and to see what consequences these proposals entail. Planning at home implies some sort of rational international order. Again agencies, especially governmental groups, are already working on this problem. And young people need to understand the work of these agencies. They should understand what they are trying to attain and the methods proposed to attain it.

We are indeed in a new period of socio-economic thought and practice, and our social common sense that has been built up in the laissez-faire, individualistic, liberal period of our history must be rebuilt. Similarly ideas and practices regarding international affairs must be reconstructed in terms of the emerging world picture. The events of the last twenty-five years have made it abundantly clear that what goes on in other nations, and what we do to other nations as well as what they do to us, can no longer lie outside of the interest of the people and that our common sense about international affairs is no longer adequate for the problems of a postwar world. International affairs during and after the war must and will be governed by a new public opinion. The new public mind that is emerging from this war must be understood by teachers and shaped and directed in some measure by the school as it emerges. One of the great tasks of the school is to do this to the end that democracy shall live through and beyond this period of great social transition.

MISSOURI SECONDARY SCHOOL CURRICULUM PROGRAM

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IT OBVIOUSLY IS impossible in an article such as this to interpret fully the Missouri Secondary School Curriculum Development Program. A careful study of the various materials produced is necessary in order to understand the underlying philosophy and purposes and the means suggested for attaining the purposes. An attempt will be made, however, to summarize briefly some of the principal features of the program.

Under the leadership of Lloyd W. King, State Superintendent of Public Schools, a committee was appointed to draw up a statement of philosophy and purposes for the secondary schools of Missouri. A tentative draft of this statement was published early in 1938 and was distributed to all the public high schools in the state for study and discussion. After more than 400 schools responded to a questionnaire requesting suggestions for revision, the statement was revised in light of these suggestions and was adopted by the Educational Conference¹ in the spring of 1939. The statement assumes that curriculum making is a democratic, cooperative, and continuous process.

A general planning committee was then appointed to coordinate the whole program and to draw up a statement of design for the secondary schools of Missouri. Dr. Ralph K. Watkins, Professor of Education at the University of Missouri, acted as chairman of the

general planning committee and as adviser to the whole program.

After the general planning committee had determined the broad learning areas needed to carry out the agreed-upon purposes, a committee was appointed in each of these learning areas to guide and coordinate the work in that area and to serve as a reviewing committee for the materials produced. The actual production work was done by subcommittees for each of the courses within the areas. Some members of the central production committees worked on one of these subcommittees. The subcommittees and the central committees worked under the general direction and supervision of the general planning committee. Final editing and preparation of the materials for printing was done in the State Department of Education.

The illustrative materials suggested in the various courses of study were developed in terms of the philosophy and purposes of the entire program. The purposes of secondary education in Missouri, as stated by the committee, are as follows:

1. *To attempt to develop in pupils those types of likenesses that are necessary for proper social integration.* This includes control of the same language, an acceptance of certain ideals and attitudes, the development of behavior patterns necessary to get along at home and at school, etc. This purpose is served largely by the elementary school, but must be stressed in the secondary school.

2. *To help pupils become intelligent consumers of goods and of the works*

¹The Educational Conference consists of the presidents and deans of the state and municipal teachers colleges of Missouri, the dean of the School of Education and the president of the University of Missouri, and the State Superintendent of Public Schools.

of man. This implies consumption of various goods, of fine arts, and of the intellectual products of creative workers. All pupils will always be consumers. Since most of them will never go to college, the obligation of the secondary school in this area is evident.

3. *To promote effective participation in a progressive democratic culture.* This implies indoctrination for democracy, as well as practice in the skills necessary in a democracy.

4. *To assist the individual in finding his interests and to direct these into those channels in which they can be of maximum use.* This implies both exploration and direction. The pupil must be counseled in light of his interests and abilities, and assisted to make wise choices.

5. *To help individuals develop their special abilities to the limits of the facilities for such development that the local school can offer.* This purpose of furnishing opportunity for individual growth is the determining factor in establishing elective courses in high school.

6. *To assist some pupils to prepare for work in higher educational institutions, while at the same time assisting a larger number of pupils to prepare for entering directly some occupation or vocation.*

Those persons responsible for planning the Missouri program do not believe that it is necessary to break entirely with the past in order to have a functional program. Many of the materials and activities already in use have been effective. To attempt to go abruptly from one type of curricular organization to another, without intervening steps and without properly trained teachers, may result in confusion and disaster. A curricular program developed entirely from present

pupil interests and needs is not adequate. It is well to bear in mind that the pupil, the teacher, and subject matter all have places in the school learning situation. Another question to be considered is whether a suggested state program should represent an ideal, or whether it should be a practical, usable program that can be made to work effectively in most of the schools of the state for which it is planned.

The Missouri program is committed to a philosophy of general education at the secondary level. The general planning committee believes that it is desirable to organize the general program around certain life problems. It believes, however, that these problems can be developed most effectively within certain large learning areas rather than in a program which abandons all subject divisions. It believes that a core program on a state-wide basis is not advisable at the present time, and that a program organized in terms of broad learning areas will be most effective during the next few years. The feasibility of a core program depends somewhat, of course, on what is meant by a "core." If a core means simply a common body of growth experiences required of all pupils, the Missouri program of general education (see following) may be considered a core. Another interpretation of the core involves a longer-than-usual period which is devoted to learning experiences drawn from two or more subject fields. Experimentation by individual schools with this type of core or with other curricular plans is encouraged, and a number of schools in the state are conducting such experiments.

To accomplish the purposes agreed upon, the Missouri program has been set up in terms of seven broad learning areas. These areas are as follows: lan-

guage arts, social studies, mathematics, natural sciences, practical arts, fine arts, and health and physical education.

Learning experiences within these seven areas are developed in terms of *general education* and *differentiating education*. The program of general education is designed to meet the common social needs of pupils. While it is impossible to determine in advance the specific learnings which should be mastered by all pupils, it seems reasonable to expect that every pupil should have experiences leading to general skills in such areas as physical environment, communication, living with others, government, occupational activities, and health. The program of social integration begun in the elementary school should be continued until the individual is ready to emphasize the special abilities he possesses. Pupils in Missouri secondary schools are expected to have at least some work in each of these seven learning areas, except in a limited number of cases in which the best interests of an individual pupil, in the judgment of the local faculty, seem to justify the omission of training in one or more areas. Three years of experience in the English and social studies areas are ordinarily expected of all pupils.

Differentiating education should emphasize those experiences designed to meet the specialized needs and interests of pupils. While it is neither possible nor desirable for the secondary school to offer enough highly specialized courses to meet the needs of all pupils, the school has a definite obligation to offer basic training to meet these interests. The scope of the program of differentiating education will, of course, depend largely upon the facilities of the local school. Needs and interests of three types should be met

if possible: (1) avocational or recreational; (2) vocational; and (3) preparatory for higher education.

The first three purposes of secondary education in Missouri (see foregoing) should be achieved through general education; the last three purposes are achieved through differentiating education.

Courses of study have been prepared in each of the learning areas for the courses widely offered in Missouri secondary schools. While it is true that some curriculum workers contend that the production of courses of study is unwise, those responsible for the Missouri program believe there is a place for courses of study provided they are developed cooperatively, are not imposed from above, are flexible, and are not prescriptive. Obviously, it is not advisable to attempt to plan in advance all the learning experiences pupils are to have in a school, but the general planning committee believes that courses of study prepared on a state-wide basis may be of value in promoting pupil and teacher growth by serving as guides to educative experiences in light of the accepted purposes of education. The courses of study are illustrative only. Teachers are not compelled to use them, and certainly no one is expected to follow any one of them in detail. It is hoped that they will provide suggestions which may be adapted to local situations and will stimulate teachers to prepare other materials of their own. In addition, they should aid teachers in locating reference materials and other teacher and pupil aids. Most of the courses of study are set up on a unit basis, and contain many suggestions for pupil activities and teacher procedure as well as extensive bibliographies. There is no in-

tent to limit or restrict any teacher in any way or to dictate the program of any school.

Production work, as far as the preparation of tentative courses of study is concerned, has been completed. Twenty bulletins have been printed, nineteen of them in the last fifteen months, and placed in the hands of teachers and administrators. Included in the publications are courses of study in all learning areas; handbooks in the field of administration, industrial arts, the library, extra-classroom activities, and guidance; and a statement of philosophy and purposes. It is recognized that a continuous flow of new materials is more desirable than the "revival" type of curriculum organization in which there are peaks when large amounts of new material are produced and corresponding periods of inactivity. Such a continuous flow is not always possible in a state program due to limitations in finances and to other administrative conditions.

The present problem is one of interpretation and adaptation which should lead to evaluation and revision. The Missouri Association of Secondary School Principals is devoting its group discussion meetings to problems of interpreting and putting into effective use the new courses of study. In addition a program of discussions and demonstrations is being conducted in each of the teachers college districts of the state. Although the plans differ somewhat in the various districts, enough of these meetings are being held so that every teacher may attend one of them.

The State Department of Education is collecting data from all high schools regarding various problems connected with the new curricular program. In addition, the School of Education of

the University of Missouri and the State Department of Education, with the cooperation of certain schools serving as tryout centers, are conducting intensive studies of twelve of the new courses in an attempt to determine just what can be done with them in rather typical situations.

It is not intended that any school attempt to put the entire program into practice at once. It is obvious that changes can be made only as rapidly as teachers understand the proposed modifications. The provisions for flexibility should enable teachers to bring about gradual improvements in their procedures. Each school should begin with those modifications which seem most feasible in light of the local situation.

The Missouri program has been and is a truly cooperative program. It involves more than the preparation of statements of philosophy and courses of study; it includes provision for the in-service training of teachers, discussion and study groups, experimentation and research in local schools, and evaluation. More than 300 teachers, administrators, and college and university faculty members served on various production committees. Decisions have not been made by individuals, by production committees, by the State Department of Education, or even by the general planning committee. Instead, the pattern followed represents the combined thinking of all these groups plus that of hundreds of teachers and administrators actually out on the firing line. Naturally there had to be some compromises; probably no one person who took part is in complete agreement with the entire program just as it stands. This is unavoidable when democratic procedures are employed.

There is nothing sensational about the Missouri program; it is evolutionary rather than revolutionary. It might be called a middle-of-the-road program. The many agencies cooperating in the program believe that it is as progressive a program as Missouri is ready for at the present time, and that it will be more effective on a state-wide basis than some other form of curricular organization. Many schools in the state are making a study of curricular problems. Most of these studies and experiments are carefully planned. It is through such a broad program of state and local study, research, and experimentation that a functional program can emerge.

The production of courses of study

or other materials is but one phase of curriculum revision. The development of a cooperative philosophy among teachers, administrators, and patrons is perhaps more important. Certainly the professional growth made by those people who participated in production work has been one of the principal values of this curriculum revision program. The study and use of the materials produced can provide a splendid opportunity for administrators and teachers to study their problems together and to grow on the job. In the final analysis, the effectiveness of any school depends largely upon the continuous in-service training and professional growth of the staff of that school.



SURVEY OF GUIDANCE IN A LARGE CITY

By J. PAUL LEONARD

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THE OLD ADAGE about locking the barn after the horse is stolen is as true in urban as in rural life. Practices in public life are allowed to continue until situations become startling; then cries for reform, together with accusations of blame, begin to be heard. Occasional stories about youthful robberies and assaults have appeared from time to time in the newspapers of San Francisco for several years, but recently they have increased. Some offenses have become more serious, and the name "Dead End Kids" began to appear in connection with the story of the disturbance. Community sentiment began to be expressed publicly and the question was raised as to what the schools were doing to prevent juvenile delinquency. In order to answer the question, and in order to determine the kind of program needed to be followed in the public schools of San Francisco, the Board of Education authorized the appointment of three men to make a survey of the counseling and guidance system of San Francisco junior and senior high schools. This committee was composed of Dr. Alvin C. Eurich, Stanford University, Chairman; Dr. Benjamin E. Mallary, University of California; and Mr. Edgar H. Rowe, a San Francisco attorney. They tendered their recommendations and their report in July of 1941.¹

WHAT ARE THE CONDITIONS?

In order to determine the extent of juvenile disturbance, the staff secured the figures for juvenile arrests in the

city for the past five years. This is only one measure and doubtless indicates only a very small percentage of the cases which were actually handled by various kinds of public and private agencies, for police are reluctant to arrest boys and girls unless the nature of the offense seems to justify it. A study of the arrests the past five years revealed that there were 3,352 boys from ages seven to eighteen arrested in San Francisco between 1936 and 1940. Sixteen per cent of the arrests were from ages ten to thirteen, and eighty-three per cent of them were between the ages of fourteen and eighteen; fifty-eight per cent were Roman Catholics, thirty-four per cent Protestants, and the rest were distributed among many religious groups. Of these arrests fifty-six per cent were for some form of theft—burglary, robbery, petty theft, grand theft—while the rest were for such things as immorality, malicious mischief, arson, and waywardness, traffic cases not being included.

The number of these arrests superimposed upon a map showing eleven districts in the city revealed that sixty-seven per cent of the cases came from four districts. These districts were, in the main, those of lower economic status, congested living quarters, with fewer places to play and more suggestions of things to steal.

WHAT TECHNIQUES WERE USED?

The next step was to determine the nature of the guidance program in the schools, particularly the program dealing with boys and girls of junior and senior high school age, together with that from the continuation school.

¹San Francisco Public Schools—Report of Survey Committee on Counseling and Guidance. San Francisco, California: Board of Education. 1941. 262 p. Mimeographed.

In order to study the program adequately a number of activities were carried on.

The first step involved a visit to every junior and senior high school in the city and a few of the elementary schools. Following this, separate information blanks were prepared for all principals, vice-principals, counselors, and teachers. A sampling of pupils was studied, and a public opinionnaire was printed in three newspapers. Interestingly enough, only fifty people from the community responded to the newspaper questionnaire.

Conferences were then held with different groups. One was held with the supervisors and directors working through the central office, two with all the junior and senior high school principals, others with local youth serving agencies in the community, guidance counselors, and a representative group of elementary principals. School records were also examined.

WHAT DID THE REPORTS REVEAL?

A number of things were apparent in the counseling and guidance service. On the positive side of the ledger was a central staff which had been trying to administer a comprehensive program of guidance, run pretty largely by a staff of counselors in each school and supplemented by a central clinic. Some good materials had been developed, some home-room periods had been devoted to counseling, coordination between counselors of schools of different levels had been worked out, and special sponsors for difficult cases had been active. Contacts had been made with the homes, with special community agencies — coordinating councils, health department, and recreation department particularly. Some

good records were in use and use was made of student councils and other student organizations for counseling purposes. There were many trained counselors at work who liked their job, and administrators were interested in securing a good guidance program.

However, as the practices worked out, certain things were apparent. The organization for guidance was loose, no program for training counselors existed, coordination between the services of the school with community agencies was spasmodic, the number of counselees per counselor ranged from 100 to 435—an impossible situation, the training of the counselors varied greatly, and there was no unified program in operation. The only common qualification for counselors seemed to be an interest in children, the group guidance in the home rooms was weak, eventuating mostly in study, teacher counseling was common, but unplanned, and office counseling—the type common in San Francisco—was ineffective to the extent that it was done quickly and without firsthand information about the life of the pupil. Pupils resented going to the central diagnostic clinic, specialized services were insufficient, counselors could not hold interviews privately, and they were uninformed about many aspects of college entrance, job requirements, services of community agencies, etc. The gaps between the elementary school and the secondary school were widening and the high school program retained largely the characteristics of the college preparatory program.

Clearly the facilities and program of guidance are short. One of the most obvious observations is that guidance in San Francisco is confined largely to program building with pupils,

since the average time spent by counselors with pupils per semester is about twelve minutes. In fact sixty-one per cent of the students in the senior high school and about an equal per cent of those in the junior high school said they had spent less than a half-hour with their counselor in nine months, and ninety per cent of the junior high school and seventy-six per cent of the senior high school pupils testified that their two interviews during the year had lasted less than fifteen minutes each.

WHAT IS RECOMMENDED?

In order to improve the counseling situation in San Francisco definite suggestions were made. These were based upon a set of principles determined by the survey staff. They emphasized that guidance is an essential part of the educational process, that every teacher must be a counselor, that not all teachers, however, are equally capable of counseling pupils. They stressed the fact that guidance could be both group and individual, that an in-service training program for counselors must be always functioning, that various specialists are needed to supplement the counselors, and that the schools are the natural coordinating centers for community services to youth.

On the basis of these principles and upon the results of the study the following proposals for reorganization were suggested:

1. That the deputy superintendent in charge of secondary education be charged with the responsibility of administering the total guidance program.
2. That a central diagnostic clinic of specialists be formed, but that it should go to the schools rather than having the pupils go to it in a central

location. This clinic should be composed of social workers, psychiatrists, psychologists, nurses and physicians, a teacher adviser and clerical assistants.

3. That there be within each junior and senior high school a guidance and counseling staff made up of a director, a group of head counselors who would be specialists in both educational and vocational guidance, in community relationships, and in personality problems. Home-room teachers would be made counselors for a group of pupils, and several assistants and "under-studies" would be available to work with pupil groups.

4. That administrative systems be worked out so that teachers will counsel pupils they know intimately.

5. That the placement services of the city agencies and the schools be coordinated under the deputy superintendent.

6. That social workers be added to the staff of attendance to have more home contacts.

7. That workshops be set up just prior to the opening of school to serve as a beginning for an extensive in-service training program for the administrators in guidance. That at this time and at all times provision be made for extending and improving the guidance services.

Under such an improved system of guidance in a city system, pupils are able to feel that they are being cared for by someone who knows them and who has a friendly interest in them. But the guidance service must go beyond a friendly interest. As this survey suggests, it must deal intelligently with the problems youth in a large city are facing and with the coordination of all agencies which are serving youth. Looseness of adminis-

tration or sympathy with children is insufficient to meet the need. Strong, positive approaches to the problems are necessary. This survey marks a definite step forward in the reorganization and improvement of a counseling pro-

gram. It also represents a very intelligent application of the principles of guidance which have been discussed freely the last few years, but which have been applied ineffectively or carelessly.

SOCIETY FOR CURRICULUM STUDY

FINANCIAL STATEMENT

February 1, 1941, to February 1, 1942

RECEIPTS

	1940	1941
Cash on hand, February.....	\$ 863.76	\$ 915.29
Dues	1,427.75	1,206.50
Subscriptions	1,238.23	1,410.88
Single copies of CURRICULUM JOURNAL.....	83.32	68.86
Royalty on books prepared by committees of Society	294.04	166.43
Refund, <i>Building America</i>	32.20	10.00
Family Living and Our Schools.....		218.00
Evaluation book		14.40
Americans All		12.00
Advance from D. Appleton-Century on Evaluation book		40.00
Miscellaneous	8.50	25.70
	<u>\$3,947.80</u>	<u>\$4,088.06</u>

EXPENDITURES

	1940	1941
Stationery and supplies.....	\$ 39.12	\$ 133.18
Stenographic services	1,240.00	1,359.16
Postage	182.23	184.18
Printing of CURRICULUM JOURNAL.....	1,280.00	1,320.00
Mailing of CURRICULUM JOURNAL.....	39.34	45.10
Conference	149.65	262.65
Petty cash	15.00	12.00
Advance, <i>Building America</i>	31.70	
Evaluation book		75.77
Family Living and Our Schools.....		190.07
American Council on Education.....		10.00
Merger expenses		30.08
Miscellaneous	55.47	44.98
	<u>\$3,032.51</u>	<u>\$3,667.17</u>
Balance on hand	\$ 915.29	\$ 420.89

COORDINATING INSTRUCTIONAL MATERIAL IN CURRICULUM PLANNING

By WALTER JOHNSON, Coordinator of Instructional Material
River Forest, Illinois, Public Schools

MANY POTENTIALLY EDUCATIONAL tools are being partially or totally ignored in present-day curriculum planning. The time is indeed ripe for greater and more effective utilization and coordination of the now available instructional materials. The report of the New York Regents' Inquiry goes so far as to say that "any educational system which ignores these new methods and mechanisms will soon find it is out of date."¹

Let us briefly examine a few of the educational techniques and devices that have promise of helping children better interpret their environment.

THE MOTION PICTURE

In spite of the known educational potency of the motion picture, one of the recent studies in the field of visual education points out that sixty per cent of our schools have not started the use of motion pictures.²

Not many years ago good educational films were scarce. This is no longer true. Hundreds of film-book-
ing agencies have an ever-increasing number of worth-while films for distribution. Our problem now is effective film utilization. Film booking, a year in advance of using the film, is but part of the "rigid curriculum" vintage. This old practice, which, of course, was very simple from an administrative standpoint, is rapidly being supplanted in modern schools by the "spot booking" technique. If a

film is to be a factor in curriculum enrichment, it must be available at a time when it answers a need for clarifying questions which have meaning to children. The writer looks forward to the time when the recognition of a need for a film will be the result of teacher-pupil planning in daily curriculum building.

THE RADIO

It has been estimated that the Damrosch Music Appreciation Series has 5,000,000 listeners, the big majority of which are children. Any medium that can touch the lives of so large a number of boys and girls has exceedingly important educational implications. The job of helping children to develop a high standard in radio listening is a responsibility which the modern school will not side-step.

Individual children and groups of children have their interests. Radio gives much promise of enriching and broadening these interests.

Teachers who are sensitive to individual needs do not require each child in a group to read the same book. This practice should also be true in classroom radio utilization. There are times when an entire class will want to listen to a program. On other occasions, a small group or even an individual should be allowed to listen to the radio, if material is presented that answers an educational need.

Workers interested in seeing the radio as a vital aid to curriculum planning look to the day when a radio schedule of worth-while programs will be placed in the hands of children

¹Report of Regents' Inquiry, Education for American Life. McGraw-Hill Co., Inc., New York, 1938.

²Visual Education, Department of Elementary School Principals of the N. E. A. Washington, D. C., 1940.

and teachers as another means of getting a slant on something which the child wishes to know more about.

THE EDUCATIONAL RECORDING

For a long time musical records have had a place in the curriculum of good schools. However, a new trend in educational recording is appearing which bears watching by teachers. Research workers are enthusiastic about the results of work done with these newer types of recordings.

"The transcription player is filling a real need in education today. A year ago the Board of Education purchased 400 transcription players for distribution in the Los Angeles Schools. . . . Through these players students are able to experience great moments in literature, history, and biography which otherwise would not be available."³

In 1940, the Committee on Scientific Aids to Learning of the American Council on Education granted a sum of money to a group of Georgia educators which would allow the greatest experimentation yet undertaken in this country with production and use of educational recordings. The script writers, with the state curriculum as a constant guide, continue to link the recordings with Georgia's educational problems. "The final list of records will include material suitable for all grade levels, as well as material which will serve a variety of purposes, such as imparting information, creating interest, giving overviews, lending dramatic emphasis, and similar objectives."⁴

We can look to greater use of transcription records in schools. It be-

hooves us, further, to acquaint ourselves with possible sources of material. Many radio transcriptions are recorded at thirty-three and one-third r.p.m. instead of the usual seventy-eight r.p.m. of ordinary phonograph records.

Forward-looking administrators and teachers, when selecting record-playing equipment, are getting two speed playbacks to accommodate the records of both speeds. All indications point to the greater use of educational recordings as a means of promoting certain types of instruction.

THE INSTRUCTIONAL AIDS LIBRARY

"No environment is so poor as to afford no materials of value, and none so rich as to require no supplementation."⁵

Every school system, and perhaps we might go so far as to say, every school should have an Instructional Aids Library—a library where children can have direct personal contact with objects, specimens and models of all types. McKown in his book, *Audio-visual Aids to Instructions*, lists hundreds of possibilities for such a school library. Inexpensive materials in abundance can be secured from (1) pupils' homes, (2) the community, (3) commercial establishments, (4) governmental agencies, (5) museums, and (6) numerous social agencies.

The public and private museums are making valuable educational contributions. However, glass encasements block a large part of the real educational experience which children need. Children broaden their knowledge of a problem by securing many sensory experiences in relation to it. Therefore, the argument for school Instructional Aids Libraries.

³Finlay, Bruce, in "Education by Radio," National Committee of Education by Radio. Vol. II, No. 2, 1941.

⁴Ritchie, H. B., *ibid.*

⁵Dunn, Fannie W. "Materials of Instruction," Eighth Yearbook, p. 42, Department of Supervisors and Directors of Instruction, 1933.

The River Forest Public Schools have worked out an arrangement whereby the local "Trailside Museum" loans live animals to the schools. Children have an opportunity to observe the characteristics of the animals by actually living in the same room with them several hours a day. An entirely different attitude toward animals is built up by children than was true when the animals were "looked at" in the museum. Children, after caring for animals, look upon them as friends—friends to be protected in a world hostile to animals in many ways.

THE COORDINATOR OF INSTRUCTIONAL MATERIAL

One of the main reasons for hesitancy on the part of educators in utilizing and coordinating instructional materials in the curriculum has been the

lack of someone to do the coordinating. Every system needs someone to feed vital instructional aids into educational fissures. Someone in the system should be given the necessary time to keep in touch with the newest research in relation to new educational materials. If a better "pedagogical mousetrap" is available, teachers should know about it. Industry has always followed that system—education in a changing world must fall in line.

Just a few instructional aids have been mentioned. There are many more that have a place in the curriculum. Aids, no matter how good, will never, and are not intended to, supplant teachers. The value of any instructional material lies in its ability to stimulate further inquiry, further investigation.



THE NEWARK VALLEY SCHOOL SUMMER CAMP

By CREDE D. HAGERTY
Camp Director

THE BOARD OF EDUCATION of the Newark Valley Central School District authorized the organization of the camping program in the summer of 1941 for boys ranging in ages twelve to sixteen to be carried on under the general supervision of the Department of Physical Education of the school and under the immediate direction of Mr. Crede Hagerty, Camp Director. The camping program was divided into six one-week periods, with the last week being reserved for the return of boys chosen as the "best campers" during the previous five weeks. About eight regular resident campers were accommodated daily. Any boy who desired to spend the day at camp was welcome, provided he brought his own lunch. Thus, about eight day campers were taken care of each week. The total number of regular campers was forty-six; the total number of day campers was also forty-six.

THE CAMP SITE AND EQUIPMENT

The Newark Valley Central School camp sets about one mile back of the school building on school-owned, reforested land of approximately 145 acres. The cabin itself consists of three main rooms—the kitchen, dining room, and meeting room. The kitchen is equipped with a wood-burning stove, a cupboard for dishes and cooking utensils, and an ice box. In the meeting room is a large, open fireplace with two bunks, benches, and chairs. The dining room consists of two long tables with benches. Just off the dining room, at each end, there are two alcoves. In each of these alcoves are

two double-decker bunks. In addition to these three rooms there is an attic for storage and a cellar for the storage of tools and other equipment, including a wood bin.

Though the camp is located in the heart of a beautiful wooded section on top of a hill, it can be reached by car without difficulty. Near the camp is a well-constructed, sanitary spring which furnishes cold water the year round. At the edge of the woods there is a large open lot where all kinds of sports can be played. Around the camp itself there is plenty of cleared space for games of horseshoes, tag, outdoor basketball, council rings, etc.

For our swimming facilities one must journey about four miles south of the camp. Here is a good-sized pool with water deep enough at one end for diving and shallow enough at the other end for beginners. Transportation is provided for daily trips to the swimming facilities.

These camping facilities have been made available through the joint cooperation of the Boy Scouts, the Girl Scouts, the National Youth Administration, and the school authorities. The camp site is a part of the whole school campus and contains a reforested area of approximately 100,000 trees plus natural woods and swamp land. The terrain is rugged and well adapted to deep-woods camping. The school forest has been declared a wild game preserve, upon which no hunting or carrying of guns is permitted. The cabin was built from abandoned Civilian Conservation Corps camp buildings brought in from another part of the county. The National Youth Ad-

ministration, the Scout organizations, and the school cooperated in the construction of the building. A permanent Camp Committee has been organized by the Board of Education. This committee is composed of representatives from the Scout organizations, the Parent-Teacher Association, the Board of Education, and school officials.

Since the boys of this vicinity are from homes of very limited means, we endeavored to make their week's camping as inexpensive as possible. We felt that most of the boys would be able to bring some vegetables from their gardens at home. As a result, on Wednesday of every week the Camp Director would send a penny postcard to each boy who had signed for the succeeding week, telling him just what vegetable to bring. The response was far above expectation because of an overabundance of vegetables, plus jams, jellies, pies, cakes, etc. Parents would even come to the camp during the week with ice cream and more cakes. The actual financial cost was \$1.00 per boy per week. This dollar was used to buy milk, fresh meat, bread, etc. Federal Surplus Commodities furnished us with all the butter, dried prunes, dried peaches, raisins, evaporated milk, grapefruit juice, rice, beans, and flour we needed. During the last two weeks they also furnished us with two bushels of fresh peaches.

CAMP PROGRAM

7:00 A. M.: reveille, flag raising, morning wash-up, breakfast preparation.

8:00: breakfast.

8:30: work period. Each boy had a definite assignment each day, including the making of his own bed in Youth Camp fashion. Each boy had

to wash dishes at least twice during his stay as well as wipe them twice while his "buddy" washed. Most of the work done—except that done by the entire group—was by means of the "buddy" system. At the beginning of each week the boys would choose partners. These "buddies" bunked near each other, swam together, played together, and worked together. Typical work assignments were: washing and drying dishes; sweeping and mopping out the cabin; policing the grounds; carrying water; chopping and stacking wood; helping prepare two meals a week; burying garbage; and cleaning latrines. Since our camp site is comparatively new, other "big" assignments at which the boys helped were: cleaning out all fallen trees, branches, and bark from around the cabin; making a new road from camp to school, including the felling of trees, digging out stumps, filling in holes, etc.; making a flag pole, digging a hole through hardpan about four feet deep, and putting up the pole; cutting down of all weeds around the cabin; and making a "council ring" from flat stones, which necessitated the carrying of stones for some distance and the careful, round arrangement of them.

10:30: instruction in crafts. Here we carefully studied the proper use of knife, hatchet, and axe; building fires by Boy Scout methods; handicraft—the making of lanyards, watch chains, etc., from Boy Scout craftstrip; and campcraft—benches, etc., made from trees.

11:30: minor games. Horseshoe contests and all kinds of gymnasium ball games.

12:30: dinner.

1:00: quiet hour. The boys were required to get in their bunks or sit

in the sunlight. They could read, work on their lanyards, sleep, etc., as long as they rested.

2:00: swimming period. Since the swimming hole is about four miles from camp, we used our school pickup truck to take the boys to and from the camp each day. Here, too, the boys used the "buddy system." The swimming was carefully supervised by lifeguards, the Camp Director, and Mr. Harold Goodfellow, the boys' physical education director and general supervisor of the total school and community summer recreational program.

4:00: games. Baseball was the most popular; however, this period was for the boys themselves and they played whatever game the majority agreed upon.

5:30: clean up for supper.

6:00: assembly, flag lowered with ceremony.

6:15: supper.

7:15: minor games such as red light, man hunt, and other games played in the woods.

8:30: campfire. Stories, songs, stunts, and general gab-fest!

9:30: call to quarters.

10:00: taps—all quiet.

There were special features, of course. As a rule, it was left to the boys to choose their activities for the afternoon. We had six long hikes, carrying knapsacks and our supper. These hikes, which were usually ten miles long, started at 2:00 and ended near a swimming hole. Then, too, there were ten supper-hikes when we went close by—a mile or so—and cooked the supper out of doors. Other

special features included: five astronomy hikes; five washdays; three exploring trips; and six stunt nights.

It is the intent of the school authorities to make the school camping facilities available to the girls of the district during the 1942 summer camping season. At the present writing, it is planned to open the camp facilities for a period of four weeks for girls and another four weeks for boys. It is assumed that the age groups accommodated each summer will change as time goes on and that the campers will be divided into such age groups as twelve to fourteen; fourteen to sixteen; and sixteen to eighteen. The school authorities anticipate a natural growth of interest among the older youth with each succeeding year of successful camping experience.

In closing this report, it should be stated that the summer camping is only one phase of the total camp program. Throughout the year the camp facilities are used by youth groups under the direct supervision of the Department of Physical Education and with the approval of the Camp Committee. The facilities are also open at all times to the Boy and Girl Scout troops within the district. During the past school year the camping facilities were used by six different groups for overnight and week-end camping trips. It is planned to make increasingly greater use of the camping facilities during the winter months in connection with ski trips and winter hikes. Ski trails and runs are now being planned.

These Articles Are Short and to the Point

MONTANA BEGINS PROGRAM OF CURRICULUM IMPROVEMENT

By Douglas Gold, Rural School
Supervisor and Director of Curriculum
Revision, Montana Department of
Public Instruction

THE 1941 SESSION of the Montana legislature did two things which may have been unrelated in the minds of the lawmakers, but which to the school people of the state stand together. They provided for the elimination of the state-wide adoption of elementary textbooks, and they appropriated funds for the making of a new course of study for the elementary schools of the state. The textbook law operates slowly in that all present contracts are validated. However, beginning in 1942, one subject after another is to be led out of the sanctum where for years it has been guarded by the State Textbook Commission until by 1947 it is likely no elementary book will be in use on a state-wide basis. The course of study appropriation provides that the state superintendent shall make a course of study, but the manner of making it and the nature of the program are left up to her discretion.

Those with whom the state superintendent is sharing the job of making this course of study have had to determine what their position should be in the range of beliefs between the supporters of the traditional planned curriculum and those ultra-progressives who suggest that the program of the school develops without planning day by day in the classroom. The law of the state imposes

upon us, at least for a matter of years yet, a body of subject matter found within certain state-adopted texts. At the same time it is evident that this body of required subject matter is shrinking each year and more and more of the responsibility of choice is left to the teacher.

Under these circumstances it has seemed wise in Montana to undertake, during the next few years, a program which will increasingly impose upon the teachers and local school administrators the job of choosing and organizing the program whereby they hope to give the pupils in their schools the knowledge and skills which they believe most essential to those pupils if they are to live effectively in the society in which they find themselves.

At present Montana is committed to a planned curriculum providing for the organization of required subject matter into large learning units centering around the social studies as a core. The work, which is as yet on an experimental basis, is being undertaken this year only in the fourth, fifth, and sixth grades. The organization of the program into subject-matter areas to agree with the required texts has resulted in the choice of four units for the fourth grade, six for the fifth, and seven for the sixth.

While the subject matter to be covered in the Montana elementary school is thus pretty definitely outlined, the plan provides that this material shall be used in a way which does not preclude its application to the needs and interests of the children in the schools.

The outlines of subject matter in history and geography are arranged in parallel columns on a large loose-leaf page or work sheet. This work sheet also has five additional columns in parallel arrangement wherein are suggested applications which might be made to the social science unit from subject matter in the texts in language, art and handwork, science, arithmetic and music. The work sheet also includes an extensive bibliography on the unit within the reading ability of the elementary grades.

The purpose of the work sheet is not so much to give the teacher the outline of the subject matter to be covered, together with suggestions which might lead to the centering of the instructional program around the social studies as a core, as it is to secure from the teacher or from the pupils or from the community suggestions as to how the subject matter in the unit applies to the lives and experiences of Montana children. The work sheet folds in such a manner that each of the parallel columns of outlines is followed by a blank column with the same subject heading. In this blank space the teacher is asked to record experiences, problems, or applications of the subject matter to the lives of the people in her community.

The plan provides that the unit work sheets may be collected at any time and a study made of the utility which any unit seems to have had in the schools of the state. The plan is very elastic in that no time limits are set upon the units. The amount of material suggested in each unit would provide for a very broad study if the teacher so desires, or by selecting only those certain aspects of a unit which seem to meet some response in the experience of a certain group, a given

unit could receive a minimum of attention. It would be possible for local administrators to assemble the units within one district or county so that an industry or a type of experience common in a small part of Montana's huge area might suggest certain reactions to the subject matter, certain lines of research to follow, or certain skills to acquire.

There is probably no state in the union that includes greater diversity of occupation or variety of life situations than does Montana. A school curriculum to be effective in this state must provide for educational experiences which will contribute to the enrichment of the lives of many kinds of people. Under the program now beginning, Montana is attempting to secure from two or three thousand teachers scattered in lumber camps, mining villages, prairie towns, and ranch schools, as well as in the larger centers of the state's population, a measure of cooperation in the continuous making and remaking of a course of study for her schools. The present program provides definitely for a planned curriculum, but it is to be a curriculum that imposes upon the teacher the responsibility of leading pupils to the acquirement of factual and conceptual knowledge through experiences that are vitally related to daily living.



CURRICULUM IMPROVEMENT IN PROVIDENCE

By Elmer R. Smith, Director, Curriculum Improvement Program, Secondary Schools, Providence, Rhode Island

SCHOOL SYSTEMS throughout the United States, challenged by the changing needs of the child and society, are currently engaged in efforts to provide the best possible curricular experiences in the classrooms. For

many years Providence has sought to make worth-while improvements in the curriculum through various committees and group activities. Practical problems of the classroom have been met through revised courses of study, source materials, teaching aids, and the like.

To coordinate and guide these developments better—particularly in the secondary schools—a rather comprehensive program of curriculum study and improvement is under way. Curriculum adaptation has been operative in the Providence secondary schools over a period of years, but an organized and continuous plan of curriculum improvement has been lacking. During the school year, 1940-1941, groups of teachers in the junior and senior high schools participated in a curriculum study, the purpose of which was an evaluation of existing curriculum patterns and of curriculum needs. A series of meetings was held to discuss philosophy, method, and content which might govern procedure. Several bulletins were produced, stating objectives of the program, proposed steps of procedure, and suggested plan of organization. The meetings of the curriculum committees are continuing this year with members engaged in revising the program of studies and writing courses of study in English, social studies, guidance, and library instruction which are correlated. The last-named course is being produced jointly by the school workers and the local public library system.

The purpose of the curriculum improvement program is to improve classroom instruction by aiding teachers to study their own curriculum problems and to assist them in developing materials that are especially adapted to

the needs of Providence boys and girls. In addition to the general curriculum committee meetings, discussion groups have been formed in the twelve junior and senior high schools in order that the program of improvement may be developed cooperatively by the entire teaching staff. The minutes of all general meetings are mimeographed and made available to every teacher. It is hoped that teachers will acquire a broad understanding of curriculum problems and that a common viewpoint may be developed. An important feature of the Providence organization is that it affords ample opportunity to the entire teaching staff to give constructive thought to the problem of what the school should teach.

The objectives of the Curriculum Improvement Program are as follows:

- (1) To review the status of the present curriculum and to indicate methods of improvement. With much objective evidence available pertaining to the effectiveness of instruction in the secondary schools, the strengths and weaknesses of the present program have been evaluated. Experience with present curriculum materials over a period of years has led administrators and teachers to recognize the need for a certain amount of clarification and readjustment, particularly in the light of present-day social and educational trends, including the impact of the war situation.

- (2) To develop a plan of curriculum organization to meet future needs. Because the program directly involves every teacher in the four subjects from grades seven through twelve there has been created a reservoir of curriculum-conscious teachers, possible draftees for committees to be concerned with specific phases of the program.

(3) To promote understanding throughout the system regarding aims. In a large public school system, consisting of many integral parts, and employing a large and variously prepared teacher personnel, it is desirable to organize a curriculum improvement program in such fashion that all teachers may be aware of—in fact, have a part in shaping—various curriculum aims and methods.

(4) To utilize the abilities of all teachers in developing materials. Teachers who are engaged daily in instructing pupils are in an excellent position to learn pupil needs and to try out feasible methods of meeting them. The interest and assistance of every teacher is sought through her membership in the individual school groups which advise and assist key committees in formulating plans and policies.

(5) To provide improved courses of study. Pupils must be taught not only to know the culture of the past; they must be prepared to participate and to lead in present and future situations and activities. This implies courses of study which are constantly being adapted to the changing needs of pupils and community. The course of study does not tell the teacher what to teach or how, but it does help the teacher to find out what to teach and it does help him to find out how to teach it best for his group.

(6) To promote better classroom instruction. It is impossible to plan or execute any general plan of education today without giving some thought to the development of new points of view in methods of instruction. New materials often involve new approaches. Generous consideration is being given in the Providence program to improved methods of instruction, especially in differentiating instruction in terms of the varying abilities and interests of groups of pupils.

(7) To establish a curriculum library. If curriculum adaptation must be a continuous process, it is desirable to have available for teachers a large collection of professional materials which may be increased from time to time. The establishment of such a library to which individual teachers and organized committees may turn for assistance is expected to be one of the outgrowths of the program.

More than forty full-day meetings of the key committees have been held this year. Three bulletins have been produced: Bulletin I—Organization; Bulletin II—Study of Pupil and Community Needs; Bulletin III—Bibliography of Curriculum Materials. Experimental units in the four subject fields as well as charts of corrected activities have also been prepared. Revised courses of study are expected to be ready at the end of the school year.



Critical Abstracts of Curriculum Research

ZELLER, DALE—*The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils*. Contributions to Education, No. 841. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 89 p.

This study attempts to determine the relative importance of various factors of interest in reading materials selected by junior high school pupils. A list of eighty-five factors which are supposed to influence an adolescent's choice of reading material was prepared. This list was compiled from previous studies of children's reading interests and from the opinions of authorities in this field. The list was presented to five competent judges who were instructed to check the elements which, if present in a book, would be likely to (1) make no difference in a child's choice; (2) cause the child to be attracted to the book; (3) cause the child to show no interest or even show strong distaste for the book. All judges agreed on the importance of seventeen factors which influence an adolescent's choice of reading materials. In all, eighteen factors were decided upon for consideration in this study. Forty-eight books containing these eighteen factors were submitted to eight judges who rated each book for the amount of each factor it contained. Because of the overlapping of interest factors, combinations were made, thus reducing the eighteen factors to eight.

The forty-eight books were submitted in the form of a questionnaire to over 4,000 junior high school stu-

dents to check those read and to mark in order of preference the four liked best and in order of disapproval the four liked least.

Two chapters are devoted to the statistical treatment of the data. Equations for predicting the interest that reading materials may have for boys and girls of junior high school age are presented.

In summarizing the findings, the author states "that only two factors, *actions and humor, exert an influence on boys' and girls' preferences in reading that is statistically significant. Humor seems to exert a favorable influence upon both boys and girls. . . . Action tends to attract boys to reading materials, while its presence may influence unfavorably girls' preferences in reading materials. . . . *Action and humor make a predictive equation as reliable practically as one based on more or all of the factors studied." Various implications for education are discussed.

The study seems well planned and carefully carried out. The data have been analyzed meticulously and the statistical treatment is thorough. However, predictions such as those obtained in this study, though statistically accurate, do not provide for changing philosophies and objectives or for modifiability of behavior. Recommendations based on such predictions are limiting to the individual. The following recommendation made by the author seems somewhat too drastic.

*Action is a combination of factors—rivalry, adventure contrasts, combat, action.

"All reading lists for junior high school boys and girls should include boys' books and girls' books. The books for boys should contain large amounts of *action and humor. The books for girls should contain large amounts of humor of funny incident and be free from the interest factor *action." Perhaps with better guidance in the choice of reading materials these marked sex differences would tend to disappear. Guidance should not be narrowly limited to existing conditions, even though definite trends may be shown along certain lines of interest. The author wisely states, "Guidance in the choice of reading materials, therefore, is a part of the problem of the guidance of the entire range of experience." The goal should be to widen all experiences rather than to limit reading experiences.

MAY LAZAR

New York City Schools



HILDRETH, GERTRUDE — *The Child Mind in Evolution. A Study of Developmental Sequences in Drawing.* Morningside Heights, New York: King's Crown Press. 1941. 163 p.

This monograph is a comprehensive description and analysis of 149 train and locomotive drawings selected from more than 2,000 made by a single child between the ages of two and eleven, yielding a confirmation and demonstration of the thesis that the intelligent child, with adequate drawing facility, tends to expand his understanding of objects in his evolving world by means of drawing. The principle was followed by Goodenough in her drawing-of-a-man test, with the special point of view adhered to that children of both sexes normally under-

take the drawing of the human figure with such regularity and with such uniform stages of attainment as to disclose in age levels a development closely correlated with that of intelligence. The title of this volume is hence somewhat extravagant in that it does not disclose the child mind in evolution, but rather affords a close-up picture of one child responding to one consuming interest in his environment, namely, the near-by railroad.

The detail with which the author has presented descriptive and quantitative data on the child's development at each age level is highly instructive as a concrete example of graphic conceptualizing. Twenty-five pages of illustrations show progressive stages of locomotives and trains from early scribbles at the age of two through representation into the supplying of details to finally complicated drawings of elaborate train assemblies. There are limited attempts to use perspective and also limited uses of background scenery. Evidences of aesthetic qualities appear from time to time—examples, for instance, of rhythm, balance, repetition, and dynamic line—but these are more incidental than intended. The chief interest throughout is the relation between the perceptual process and the ability of the child to synthesize newly-acquired details with previously established partial concepts.

The study has value in giving a concrete and elaborate verification of the observed tendency of children to use drawing as a method of objectifying their enlarging experience. In the reviewer's opinion, however, this process is especially present in children with unusual drawing facility, but probably is experienced by all children to a limited extent. It does not, however, completely account for mental func-

tioning in childhood nor does it, in the reviewer's opinion, greatly involve creative imagination. Such a general title does not appear appropriate to a rather specific and restricted study of graphic conceptualizing in an exceptional rather than a typical child.

NORMAN C. MEIER

University of Iowa



GREENHOE, FLORENCE — *Community Contacts and Participation of Teachers*. Washington, D. C.: American Council on Public Affairs. 1941. 91 p.

"The point is that teachers, outside of school, are citizens, and as such are entitled to the freedom of citizens." But this interesting study of 9,122 school teachers from every part of the United States reveals that while they are citizens they scarcely possess the freedom they desire. It is a bit disturbing, if one considers the school an instrument for the remaking of society, to learn that nearly a half of the teachers accept without protest community control of their conduct outside of school hours, about ten per cent rebel, and that only seventeen per cent attempt "to educate the community to greater tolerance of teaching behavior."

This study which stems from the Department of Sociology, Ohio State University, is a composite of 6,252 returns to a national teacher questionnaire undertaken by the author, and a personal contact study with 2,870 returns made in Ohio schools by Ronald Almack under the auspices of the State Department of Education. This was supplemented by correlative data secured from 356 school board members, 2,095 lay persons, and 3,054 teachers in training.

The study lies in the general field of school and community relations, but it is limited to the phase which concerns the out-of-school life and social adjustment to community expectations in respect to teacher behavior. So it has to do with "leisure pursuits." This includes the ways and means by which teachers seek to satisfy their non-utilitarian needs and interests, and thus to engage in what someone has called "creative personality development." Examples: hobbies, dating, dancing, and other uses of leisure. The field of community relationship is studied from four standpoints: teacher mobility, social fitness for teaching, teacher reaction to community codes, and teacher participation in organized community life. The study is well organized. Findings are adequately substantiated by statistical data. Summaries at the end of each chapter and a definite outline at the beginning, setting out the scope and limitations of the study, make for clarity. The final chapter, "Conclusions and Interpretations," summarizes briefly the findings of the study and seeks to interpret the sociology of the teacher in terms of the "sociology of the stranger." The "Practical Implications" of the study are valuable, but could have been greatly enlarged. The best contribution of the study is made in connection with the "Interpretations" in the section on "Participation in Community Activities." One wishes some attention had been given to the role of the teacher as a participator in a curriculum related to the community. It is to be hoped the study will have a wide reading by school board members and school administrators.

C. B. LOOMIS

Piedmont College

Reviews of Current Books

SMITH, DORA V.—*Evaluating Instruction in Secondary School English*. English Monograph No. 11. Chicago: National Council of Teachers of English. 1941. 273 p. \$2.25.

The most comprehensive, careful, and challenging evaluation of instruction in secondary school English to appear in a decade has been prepared by Dr. Dora V. Smith. It is published as a monograph by the National Council of Teachers of English, and it summarizes an investigation for the Regents' Inquiry into the character of education in New York State. The techniques and findings of this report are valuable to every teacher of English in every state and school system in the country. English programs of secondary schools are skillfully analyzed in an objective and sympathetic manner.

The author describes in detail: bases of evaluation for a program in English; measurement of results; the intensive study of reading habits and skills in seven selected communities; curriculum problems and courses of study analysis; textbooks and materials in English; observation of classroom instruction; place of examinations in the teaching of English; use of extra classroom resources; training and alertness of teachers; and supervision of English.

The methods employed for gathering data are inclusive. In addition to gathering objective evidence about the intelligence and socio-economic status of the pupils, an extensive battery of achievement tests were administered to pupils in grades nine through twelve in fifty-seven communities. To

supplement the extensive survey, additional tests, records, visitations, and interviews were used in seven selected communities. It is impossible to indicate, except in a slight way, the techniques, data, and interpretations of the study.

Following are some of the high points which impressed the reviewer. First, Doctor Smith shows that high schools serve three major types of pupils with different educational objectives. The average high school, however, organizes its program for the college preparatory group, which represents about one-fifth of its total student body. The need for differentiated English programs for the remaining four-fifths of the student body is rarely dealt with realistically. Second, the New York State Education Department has a progressive course of study in English, but the local communities have tended to narrow rather than to extend its usefulness; consequently, local teachers and administrators follow a more formal program of instruction than the state requires. The inadequacy of appropriate books, as well as teacher attitudes, limits the scope of the English curriculum. Third, the need for integration among the various aspects and phases of English such as spelling, usage, speech, and composition are pointed out, as well as the need for integrating English with other subjects. Fourth, the problem of articulation between the informal and forward-looking program of the junior high schools and the traditional and formal college entrance program in the high schools is discussed. Fifth, the need for a vital and

adequate program in speech and in writing is pointed out. Sixth, achievement in reading and literature varies tremendously from community to community and from school to school. In general, pupils are much more familiar with traditional literature than with books published since 1900. The accessibility of modern books is often a determining factor. Seventh, although considerable interest is evident in remedial reading, the biggest problem in the high schools is to help teachers conceive of the program in relationship to all reading tasks and activities of the school day. Eighth, few schools have developed library service and cooperation to the extent that is desirable. On the other hand, a few schools have developed an unusual degree of cooperation between the English classroom and the library.

Except in a few schools, possibilities of motion picture and radio are almost untouched in the teaching of English. Except in the unusual high school, pupil initiative is little stimulated by the type of classroom activity in which the pupil generally engages. The effect of the Regents' Examinations and other testing programs is surveyed and changes are recommended.

This volume is prescribed for the teacher, administrator, and researcher. It is an important contribution to modern educational literature.

J. WAYNE WRIGHTSTONE
New York City Schools



YOUNG, WILLIAM E., *Editor* — *The Social Studies in the Elementary School*. Twelfth Yearbook. Washington, D. C.: The National Council for the Social Studies, 1201 Six-

teenth Street, N. W. 1941. 243 p. \$2.30.

The purpose of this yearbook, as stated in the preface, is "to provide guidance and help for teachers and others in developing a more wholesome, satisfying, and effective program of instruction in the social studies of the elementary school." For "teachers and others" who have read very few recent educational articles or books that treat of this subject, there is no doubt that the yearbook can provide guidance and much help. To those who have kept up with recent publications that discuss the trends in modern elementary education, there will be little that is entirely new in this volume, but much that will reinforce previous readings.

Those responsible for the selection of writers for this yearbook are to be congratulated in their choice of persons whose points of view regarding the teaching of social studies in the elementary school so nearly coincide. A "program of the authors" was established by the editor from the replies he received to several pertinent questions sent to the writers of the various chapters. Included in the questionnaire were the following: What is the purpose of elementary education? What is the contribution of the social studies to the attainment of this purpose? What part does subject matter play in the educative process in the social studies of the elementary school? How should evaluation and teaching be related in the social studies? What are the most serious barriers to effective learning in the social studies? What is the most promising development in social studies teaching in the last few years? The answers were compiled and summarized as a sort of platform for the yearbook. With such

an agreement among the contributors, a continuity, that is usually lacking in "yearbooks," is very noticeable. This continuity has been obtained without sacrificing the style of the individual writer.

Part One (the child, the school, and society) builds a background for the volume by discussing how children grow and learn, the place of the school in the life of the child, and a description of the society in which children live. Part Two (curriculum development in the social studies) defines the social studies curriculum and explains how materials are selected and adapted. Part Three (unitary samples of social learning) will be especially interesting to classroom teachers. Here are briefly reported activities that developed through a study of airplanes in the primary grades, a study of the commu-

nity in the primary grades, a study of boats in the intermediate grades, and a study of community recreation in the upper grades. Part Four (evaluation in the social studies) contains some very practical ways of evaluating a social studies program with examples of evaluation that can be easily adapted to almost any classroom situation.

The material is clearly and concisely written. It is well worth reading by anyone interested in elementary education whether that person be in the elementary classroom working regularly with boys and girls or in the college classroom instructing young men and women who expect to be classroom teachers in the near future.

A. H. HORRALL

Superintendent of Schools, San Mateo, California



New Publications

BOOKS

- CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION—*Elementary School Environment and the Modern Curriculum*. 13th Yearbook. Oakland, California: Sarah L. Young, Parker School. 1941. 160 p. Paper covers. \$1.00.
- HILL, WARREN E.; AND EWING, CLAUDE H.—*Materials and Methods for Vocational Training*. New York: McGraw-Hill Book Company. 1942. 171 p. \$2.00.
- KORZYBSKI, ALFRED—*Science and Sanity*. Lancaster, Pennsylvania: The Science Press Printing Company. 1941. 806 p. Paper covers. \$6.00.
- LONG, C. DARL—*School-Leaving Youth and Employment*. Contributions to Education No. 845. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 84 p. \$1.60.
- SMITH, DORA V.—*Evaluating Instruction in Secondary School English*. Monograph No. 11. Chicago, Illinois: National Council of Teachers of English, 211 West 68th Street. 1941. 273 p. Paper covers. \$2.25.
- SORENSEN, HERBERT, AND LEMON, ALLAN CLARK—*Workbook for Psychology in Education*. New York: McGraw-Hill Book Company. 1942. 178 p. Paper covers. \$1.50.
- SUTHERLAND, ROBERT L.—*Color, Class, and Personality*. Washington, D. C.: American Youth Commission, 744 Jackson Place. 1942. 135 p. \$1.25.
- YOUNG, OWEN D., *Chairman*—*Youth and the Future*. Washington, D. C.: American Youth Commission, 744 Jackson Place. 1942. 296 p. \$2.50.

PAMPHLETS

- COMMON COUNCIL FOR AMERICAN UNITY—*Planning a Folk Festival*. Specimen Programs and Bibliographies. New York: Common Council for American Unity, 222 Fourth Avenue. 1941. 39 p. Mimeographed. 25 cents.
- COORDINATING COUNCILS, INC.—*A Guide to Community Coordination*. Los Angeles, California: Coordinating Councils, Inc., 145 West 12th Street. 1941. 21 p. Paper covers. 25 cents.
- CROSSWAITH, FRANK R., AND LEWIS, ALFRED BAKER—*Discrimination, Incorporated*. New York: Council for Social Action, 289 Fourth Avenue. 1942. 39 p. Paper covers. 15 cents.
- FRUTCHEY, FRED P., AND LELAND, HARLEY A.—*Educational Growth in the 4-H Dairy Project—Massachusetts, 1939-40*. Circular

369. Washington, D. C.: United States Department of Agriculture, Extension Service. 1941. 28 p. Mimeographed. Free.
- HOLMES, RUTH M.—*Sources of Free Teaching Aids*. Lock Haven, Pennsylvania: State Teachers College. 1941. 84 p. Paper covers. 50 cents.
- JONES, S. SHEPARD, *Editor*—*America Looks Ahead*. A Pamphlet Series. Boston, Massachusetts: World Peace Foundation, 40 Mt. Vernon Street. 1941. Paper covers. 25 cents each.
- No. 3: *Economic Defense of Latin America*, by Percy W. Bidwell, 96 p.
- No. 4: *Dependent Areas in the Postwar World*, by Arthur N. Holcombe, 108 p.
- No. 5: *Argentina and the United States*, by Clarence H. Haring, 77 p.
- LOCKWOOD, W. W., AND GREENBERG, MICHAEL, *Editors*—*Showdown at Singapore?* New York: American Council, Institute of Pacific Relations, 129 East 42nd Street. 1941. 31 p. Paper covers. 15 cents.
- MILTON, MASSACHUSETTS, SECONDARY EDUCATION BOARD—*Junior Booklist, 1941-42*. Milton, Massachusetts: Secondary Education Board. 1941. 34 p. Paper covers. 16 cents plus postage.
- NORTHWEST REGIONAL COUNCIL—*Economic Atlas of the Pacific Northwest*. Portland, Oregon: Northwest Regional Council, 606 Bedell Building. 1941. 16 p. Paper covers. 75 cents.
- OFFICE FOR EMERGENCY MANAGEMENT—*Handbook of Functions and Administration*. Washington, D. C.: Superintendent of Documents. 1941. 72 p. Paper covers. 10 cents.
- OHIO STATE UNIVERSITY—*The Ohio Teaching Record*. Anecdotal Observation Form. Revised Edition. Columbus, Ohio: Ohio State University Press. 1941. 29 p. Paper covers. 25 cents.
- SEIDEMANN, HENRY P.—*Curtailment of Non-Defense Expenditures*. Pamphlet No. 30. Washington, D. C.: The Brookings Institution. 1941. 54 p. Paper covers. 25 cents.
- SIMS, VERNER M.—*The University of Alabama Freshman Testing Program, 1927-41*. University, Alabama: Bureau of Educational Research, College of Education, University of Alabama. 1941. 22 p. Paper covers. Free.
- SMITH, DORA V.—*Evaluating Instruction in English in the Elementary Schools of New York State*. A Report of the Regents' Inquiry into the Character and Cost of Public Education in New York State. Eighth Research Bulletin of the National Conference on Research in English. Chicago, Illinois:

Scott, Foresman and Company. 1941. 96 p. Paper covers. \$1.00.

SOCIETY FOR CURRICULUM STUDY—*Building America*, Volume 7, Number 5. Libraries. New York: Americana Corporation, 2 West 45th Street. February, 1942. 30 p. Paper covers. 30 cents.

STEWART, MAXWELL S.—*How to Buy Life Insurance*. Public Affairs Pamphlets No. 62. Chicago, Illinois: Silver Burdett Company. 1941. 30 p. Paper covers. 10 cents.

ULMER, GILBERT—*Some Suggestions for Teaching Geometry to Develop Clear Thinking*. Lawrence, Kansas: Committee on Publications, School of Education, 121 Frank Strong Hall, University of Kansas. 1942. 22 p. Paper covers. Free.

UNITED STATES DEPARTMENT OF THE INTERIOR, DIVISION OF INFORMATION—*Experiment by Schools, Radio, and Government*. Washington, D. C.: Superintendent of Documents. 1941. 80 p. Paper covers. 20 cents.

UNITED STATES OFFICE OF EDUCATION—*Inter-American Friendship Through the Schools*. Bulletin 1941, Number 10. Washington, D. C.: Superintendent of Documents. 1941. 60 p. Paper covers. 15 cents.

UNITED STATES OFFICE OF EDUCATION, OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE—*Manual for Occupational Studies Leaflet*. Miscellaneous Publication 2922. Washington, D. C.: Occupational Information and Guidance Service, United States Office of Education. 1941. 16 p. Paper covers. Free.

CURRICULUM BULLETINS

ALABAMA STATE DEPARTMENT OF EDUCATION—*Course of Study and Teacher's Guide for the Elementary Schools*. Grades 1-6. Curriculum Bulletin No. 8. Montgomery, Alabama: State Department of Education. 1941. 484 p. Paper covers. 75 cents.

FLORIDA, UNIVERSITY OF—*Cooperating School Projects as a Technique of Curriculum Improvement*. A Report of the Response from a Questionnaire Sent to Selected Institutions and Commissions. Gainesville, Florida: Curriculum Laboratory, College of Education, University of Florida. 1942. 72 p. Mimeographed. 50 cents.

KASER, SADIE—*Units of Work*. Eugene, Oregon: University Cooperative Store. 1941. Mimeographed.

Community Helpers: The Policeman. 8 p. 15 cents.

Community Helpers: The Postman. 9 p. 15 cents.

Community Helpers: The Dairyman. 12 p. 15 cents.

Community Helpers: The Fireman. 10 p. 15 cents.

Community Friends: Squirrels. 8 p. 15 cents.

Community Friends: Birds. 16 p. 25 cents.

MONTGOMERY COUNTY, MARYLAND, PUBLIC SCHOOLS PUBLICATIONS—Rockville, Maryland: Montgomery County Public Schools. 1941. Mimeographed. Will exchange with other school systems.

Bulletin No. 47: *Primary Procedure Bulletin. Food and Rest Programs*. 186 p.

Bulletin No. 51: *Elementary Procedure Bulletin. Community Living. Housing*. 205 p.

Bulletin No. 60: *Professional Yearbook and Course of Study Bulletin. Democracy Now*. 65 p.

Bulletin No. 61: *Procedure Bulletin. First Steps. Seventh Grade. Progress of Mankind*. 44 p.

Bulletin No. 62: *Procedure Bulletin. First Steps. Eighth Grade. Community Living*. 35 p.

Bulletin No. 63: *Procedure Bulletin. First Steps. Ninth Grade. Development of Institutional Living*. 47 p.

Bulletin No. 64: *Procedure Bulletin. First Steps. Tenth Grade. Development of Institutional Living*. 63 p.

Bulletin No. 65: *Procedure Bulletin. First Steps. Eleventh Grade. American Democratic Living. American History*. 63 p.

Bulletin No. 66: *Design Bulletin. Kindergarten Through Twelfth Grade. Mathematics*. 46 p.

Bulletin No. 68: *Design Bulletin. Kindergarten Through Twelfth Grade. English Skills*. 44 p.

Bulletin No. 70: *Data Bulletin. Administering the School Cafeteria*. 48 p.

Bulletin No. 75: *Data Bulletin. Eighth Grade. Social Studies*. 37 p. *Social Studies Design. Kindergarten Through Twelfth Grade. Chart*.

NEWARK PUBLIC SCHOOLS—*Your Schools and Curriculum*. Newark, New Jersey: Public Schools. 1941. 77 p. Mimeographed. \$1.00.

SALT LAKE CITY PUBLIC SCHOOLS—*Course of Study for Foods 3*. Salt Lake City, Utah: Public Schools. 1941. 48 p. Mimeographed. Out of print.

SANTA BARBARA CITY SCHOOLS—*Developmental Curriculum*. Bulletin No. 1, Revision No. 1. Santa Barbara, California: City Schools. 1941. 81 p. Paper covers. 75 cents.

SANTA BARBARA CITY SCHOOLS—*Your Emergency Guide*. Santa Barbara, California: City Schools. 1941. 31 p. Paper covers. 15 cents.

SCHOOL BOOKS

BACON, FRANCIS L.—*Outwitting the Hazards*. Chicago, Illinois: Silver Burdett Company. 1941. 446 p. \$1.80.

BATTY, ELIZABETH CHESLEY—*Man Is a Weaver*. New York: The Viking Press, 18 East 48th Street. 1942. 334 p. \$2.50.

BASIC SCIENCE EDUCATION SERIES. Evanston, Illinois: Row, Peterson and Company. 1941. 36 p. Paper covers. 28 cents each.

The Air About Us, by Bertha Morris Parker. Intermediate.

Animals of Yesterday, by Bertha Morris Parker. Intermediate.

Animal Travels, by Bertha Morris Parker and Thomas Park. Intermediate. Chart to accompany.

Ask the Weather Man, by Bertha Morris Parker.

Balance in Nature, by Bertha Morris Parker and Ralph Buchsbaum. Junior High.

Beyond the Solar System, by Bertha Morris Parker. Junior High. Chart to accompany.

Birds, by Bertha Morris Parker. Intermediate.

Clouds, Rain, and Snow, by Bertha Morris Parker. Intermediate.

The Earth a Great Storehouse, by Bertha Morris Parker. Intermediate.

The Earth's Nearest Neighbor, by Bertha Morris Parker. Junior High. Chart to accompany.

Fire, by Bertha Morris Parker. Intermediate.

Fire, Friend, and Foe, by Bertha Morris Parker. Junior High.

Fishes, by Bertha Morris Parker. Intermediate.

Flowers, Fruits, Seeds, by Bertha Morris Parker. Intermediate.

The Garden and Its Friends, by Bertha Morris Parker. Intermediate.

Insect Friends and Enemies, by Bertha Morris Parker and Robert E. Gregg. Junior High.

Insect Societies, by Bertha Morris Parker and Alfred E. Emerson. Junior High.

Insects and Their Ways, by Bertha Morris Parker. Intermediate. Chart to accompany.

Light, by Bertha Morris Parker. Junior High.

Living Things, by Bertha Morris Parker. Intermediate.

Our Ocean of Air, by Bertha Morris Parker. Junior High.

Seeds and Seed Travels, by Bertha Morris Parker. Intermediate.

The Sky Above Us, by Bertha Morris Parker. Intermediate. Chart to accompany.

Spiders, by Bertha Morris Parker. Intermediate.

Stories Read from the Rocks, by Bertha Morris Parker. Intermediate.

The Sun and Its Family, by Bertha Morris Parker. Chart to accompany.

Trees, by Bertha Morris Parker. Intermediate.

The Ways of the Weather, by Bertha Morris Parker.

Teaching Manual to Accompany Basic Science Education Series, by Bertha Morris Parker, 260 p.

BASIC SOCIAL EDUCATION SERIES. Evanston, Illinois: Row, Peterson and Company. 1941. Paper covers. 28 cents each.

America's Minerals, by Katherine Glover. 47 p. 32 cents.

Ashe of Sunshine Water, by Faith Hill and Mabel F. Rice. 36 p. 28 cents.

Buried Sunlight, by Raymond E. Janssen. 35 p. 28 cents.

City Government, by Howard J. Akers. 47 p. 32 cents.

Daily Bread and Other Foods, by Ruth Brindze. 36 p. 28 cents.

The Fight Against Germs, by Kane Zelle. 36 p. 28 cents.

Fire-Fighters, by Helen Mitchell. 36 p. 28 cents.

From Barter to Money, by Flora C. Rue. 36 p. 28 cents.

Looking Ahead, by E. W. Andrews. 48 p.

The Motorcar in American Life, by Curtis Fuller. 48 p. 32 cents.

New England Colonial Days, by Marcelle Laval Duffe. 36 p. 28 cents.

The Newspaper in American Life, by Walter A. Wittich. 48 p. 32 cents.

Our American Forests, by Katherine Glover. 48 p. 32 cents.

Our Federal Government, by Benjamin Brodinsky. 48 p. 32 cents.

Prairie Children, by Gina Allen. 36 p. 28 cents.

A Primer of Economics, by Stuart Chase. 60 p. 40 cents.

Public Health in America, by Avis E. Edgerton. 48 p. 32 cents.

Soil, Water, and Man, by Murl Deusing. 48 p. 32 cents.

State Government, by Helen Hanford, Romance C. Koopman, and Karyl Kanet Chipman. 48 p. 32 cents.

Story of Democracy, by Harriett Bunn. 36 p. 28 cents.

Wonderful Wings, by I. Leon Maizlish. 36 p. 28 cents.

Youth Under Dictators, by Oril Brown. 48 p. 32 cents.